# DOCUMENT RESUME

ED 068 720 VT 017 343

| | |
|---|---|
| TITLE | Work Experience Education Learning Activity Packages: Vocational Goals 1-2. |
| INSTITUTION | California State Dept. of the Youth Authority, Sacramento. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. |
| PUB DATE | 71 |
| NOTE | 380p. |
| EDRS PRICE | MF-$0.65 HC-$13.16 |
| DESCRIPTORS | Answer Keys; Behavioral Objectives; *Career Education; Goal Orientation; Humanities; Individualized Programs; *Learning Activities; Manuals; Post Testing; Pretests; *Resource Units; Secondary Grades; State Programs; Vocational Development; *Work Experience Programs; *Worksheets |
| IDENTIFIERS | Decisions; Educational Awareness; LAP; *Learning Activity Packages; Self Awareness |

ABSTRACT

For a work experience education program in vocational education for the secondary grades in California, learning activity packages (LAP) are provided separately for two general program goals which focus on the relevancy of school to career requirements and the importance of self-actualization. Program goals, performance objectives, learning activities with student worksheets, supplementary activities, and rationales are provided for the two general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. (AG)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 068720

# LEARNING ACTIVITY PACKAGES

Vocational

Goals 1 - 2

VT017343

FILMED FROM BEST AVAILABLE COPY

LAP Prepared By: Dr. Norman R. Stanger

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 1.1 Identify the educational goals (purposes) of the courses in which you are currently enrolled.

Performance Objective: 1.1.1 List the titles of courses in which you are currently enrolled, and give at least one (1) reason explaining why you enrolled in each course.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to give reasons why you are taking each of the courses in which you are currently enrolled.

RATIONALE

This LAP is designed to help you understand why you are enrolled in each of your courses, and to give you the tools to understand why any course is required or offered.

DIRECTIONS

In this LAP you will list each of your courses, discuss them with your work supervisor, and give at least one reason for your taking each course. In this and all following LAPS, you will first take a Pre-Test; then after discussing it with your teacher, do a Learning Activity, usually outlined in the directions; then take a Post-Test. In-Depth Educational Activities (I-DEAS) are provided at the end of each LAP for further investigation into the program goal and specific performance objective.

## PRE-TEST

1. List the courses in which you are now enrolled on the form below.

2. In the adjoining columns, give at least one (1) reason per course why you are enrolled in that course.

   You should be able to give at least one (1) reason per course in addition to such answers as "It's Required" or "My counselor told me to."

MATCHING SCHOOL PROGRAM WITH CAREER PLANS

| COURSE TITLE | REASONS WHY I AM ENROLLED |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

## PRE-TEST (Scoring Key)

Below are six (6) sample answers given for a high school government course. Note how the answers are increasingly specific as you read down the list.

| | |
|---|---|
| Because it is required | 1 point |
| Because I was told it was a good course | 2 points |
| Because I will be voting in the next election | 3 points |
| Because I want to know my constitutional rights | 4 points |
| Because I plan to study Political Science in college | 5 points |
| Because I plan to get into government work and need to understand how our political system is organized and functions | 6 points |

As a student at the vocational level, your reasons should be more like the more specific answers in this example.

Rate your "reasons why I am enrolled" on a scale from 1 to 6, using this list as a guide. Compute your average score and record it on the form below. If it is 4.5 or better, and you have the approval of your teacher, you may skip this LAP. Otherwise, go on to the Learning Activities.

| Course Title | Points |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

TOTAL POINTS ______

AVERAGE SCORE ______

## LEARNING ACTIVITIES AND RESOURCES

Do two (2) of the three activites offered below.

ACTIVITY #1. For each course, write a short paragraph on what you think the course is going to cover, and what you think the course should cover relevant to your future career and/or personal interests. Use the form below.

WHAT I THINK THE COURSE WILL COVER

Course Title: ____________________

Course Title: ____________________

Course Title: ____________________

Course Title: ____________________

Course Title: ____________________

A.

ACTIVITY #2. Discuss each of your courses with your work supervisor (boss). Discuss the merits of each course with regard to your future career, your personal interest, and general background. Use the form below.

| COURSE TITLE | NOTES FROM COMMENTS GIVEN WHEN DISCUSSED WITH WORK SUPERVISOR | Check 1 or more for each course as is relevant to: | | |
|---|---|---|---|---|
| | | CAREER GOAL | PERSONAL INTEREST | GENERAL BACKGROUND |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

B. Prepare a copy of this form for your boss.

C. Prepare a copy of this form for your teacher-coordinator.

ACTIVITY #3. Prepare an "Ideal" high school curriculum for your career goal. Use the form provided below.

IDEAL CURRICULUM

Career: ________________________________

| 10th Grade | Required Courses | Electives |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| 11th Grade | | |
| | | |
| | | |
| | | |
| | | |
| 12th Grade | | |
| | | |
| | | |
| | | |
| | | |

## POST-TEST

1. List below, two (2) courses offered at your school which you have not taken and describe in a sentence how each of these would rate on your relevance form; that is, the course is related to your future career, your personal interest, general and/or "Nice-to-know" background.

2. Do the same for two (2) courses you took last year.

### RELEVANCY OF COURSES

Title of Course not taken: ______________________________

Title of Course not taken: ______________________________

Title of Course not taken: ______________________________

Title of Course taken last year: ______________________________

Title of Course taken last year: ______________________________

## POST-TEST (Scoring Key)

To evaluate your answers, look again at the scoring key for the Pre-Test. Again, your answers should be specific rather than vague, general, or irrelevant. Grade each of your answers using the same rating scale. Another form has been provided below for your answers. To pass this test, you should have an average score of 4.0 or better. You may have a classmate grade your answers for you.

| Course Title | Points |
|---|---|
| | |
| | |
| | |
| | |
| | |
| TOTAL POINTS | |

AVERAGE SCORE ____________

## I-DEAS

(In-Depth Educational Activities)

1. Discuss in class the merits of a course - Marriage and Family. Does such a course relate in any way to your success in your future career?

   Do the same for a course in Black Studies, Spanish, Ecology, and/or Algebra.

2. Make a list of guiding principles to be followed by the Superintendent of Schools or his representative(s) in selecting those courses required of all students for the last three (3) years of high school. Also list the scope of elective courses to be offered in a school the size of yours.

3. Define and give an example of the terms: career, job, occupation, profession, trade, craft, and vocation. Prepare vocabulary cards of other key words used in this LAP. Write out your own definitions of these words.

LAP Prepared By: Dr. Norman R. Stanger

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: VOCATIONAL

Program Goal: 1.1 Identify the educational goals (purposes) of each of the courses in which you are currently enrolled.

Performance Objective: 1.1.2 Ask each of your teachers to tell you what the goals (major purposes) for students of the course are. Write out the goals for each course given to you by the teachers; then in your own words, describe what you think the goals of each course should be for you. Compare the two (2) sets of goals for each course, and describe how they are alike and how they are different.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to identify and relate the skills, knowledges, and attitudes learned in each of your courses with your future career goals and adult responsibilities.

RATIONALE

This LAP is designed to help you identify the purpose for each of your courses. Each course should teach you specific skills and knowledges as well as general attitudes -- each of which can be directly or indirectly related to your future career, and your responsibilities as a contributing member of society.

DIRECTIONS

In this LAP you will give your own reasons why each of your courses is being offered; you will get your teachers' reasons for your courses; and you will compare their ideas with yours.

## PRE-TEST

1. In a physical education class, there are two students. John is a star athlete and hopes to win an athletic scholarship to college. Peter is a highly skilled mechanic and already has several good job offers. Put yourself in John's place and give two (2) or more reasons why he is taking physical education.

2. Now put yourself in Peter's position and give two (2) or more reasons why he is taking the same P.E. class.

3. Compare the two (2) sets of goals. Discuss how they are alike and how they differ.

## PRE-TEST (Scoring Key)

Some possible answers for John would be:

A. To get in as much practice in athletics as possible

B. To keep in shape year-round

Some possible answers for Peter would be:

A. Because it's required

B. To keep in shape

Both Peter and John want to keep in shape. Peter's interest, however, ends there, whereas John is interested in developing his skills in all athletic areas as this will help him in his athletic career.

If you gave complete and reasonable answers, using this example as a guide, skip ahead to Part 1 only of Activity #1. (You will need this information for your next LAP.) Otherwise, do all of Activity #1 and Activity #2.

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. There are three (3) parts to this Learning Activity. If you passed the Pre-Test, do Part 1; otherwise, do all three (3) parts.

A. On the enclosed form, (page 6), ask your teachers for the reasons for their particular course. Have them fill in their reasons on the appropriate place on the form.

B. Now write out (on the same form) two (2) to five (5) reasons why you believe each course is being offered. These should be your reasons, not your teachers'. Put your reasons for each course next to those of the appropriate teacher.

C. Compare the two (2) sets of reasons and describe in the appropriate column (on the same form) how the two (2) sets of reasons are alike; and in the last column, how they are different.

FILL IN YOUR ANSWERS ON THE FORM ON PAGE 6.

Before proceeding, it is important to understand the differences among skills, knowledges, and attitudes. A skill involves the ability to perform a task: throw a baseball accurately, operate a telescope, wire a lamp, etc. A knowledge is knowing information, such as: the rules of baseball, the names and locations of various constellations, or the principles of electricity. Attitudes involve just that! -How you feel about something: For example, sportsmanship, an appreciation for man, earth's place in the Universe, or a respect for safety in working with live wires.

To some degree, you will learn all three (3) skills, knowledges, and attitudes in each of your courses. Obviously, some courses teach primarily one or another, but all three: skills, knowledges, and attitudes are present. These are the goals of your course.

ACTIVITY #2. Prepare a short description of your courses appropriate for a school catalog or bulletin.

| COURSE TITLE | TEACHER'S STATEMENT OF COURSE GOAL | MY STATEMENTS OF COURSE GOAL PURPOSE | COMPARISON OF GOALS AS STATED BY TEACHER/STUDENT | |
|---|---|---|---|---|
| | | | ALIKE | DIFFERENT |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

AFTER FILLING OUT THIS FORM, BE SURE TO SAVE IT FOR USE WITH THE NEXT LAP!

## POST-TEST

1. List the goals of two (2) of your courses expressed in terms of a skill, a knowledge, and an attitude that both you and the teacher agree on that you will learn.

Course Title: ______________________________

Skill: ______________________________

Knowledge: ______________________________

Attitude: ______________________________

Course Title: ______________________________

Skill: ______________________________

Knowledge: ______________________________

Attitude: ______________________________

To pass this test, be certain that the goals (skills, knowledges, and attitudes) relate to a future career and/or adult responsibility.

2. When you have completed the form, evaluate your understanding of goals in terms of skills, attitudes, and knowledges with your teacher. Do this by way of a brief discussion or conference. At the same time, mutually agree upon some grade or mark for your efforts in this LAP. Also, decide upon your next Learning Activity.

# I-DEAS

## (In-Depth Educational Activities)

1. Write an article for the school newspaper about your job, including some of the things you have learned in LAPs that help you in your job.

2. Make up a crossword puzzle, using words you have learned and used in LAPs.

3. Clip from a newspaper, everything you can find: articles, ads, classified, etc., which relate to your career area.

4. Discuss with your parents how school goals relate to job skill requirements.

5. Discuss with friends at work the attitudes required to be a good supervisor.

6. Given the performance objective of this LAP, think up a completely new approach to achieving the objective. Prepare a Learning Activity for presentation to your teacher.

LAP Prepared By: Dr. Norman R. Stanger

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: VOCATIONAL

Program Goal: 1.1 Identify the educational goals (purposes) of the courses in which you are currently enrolled.

Performance Objective: 1.1.3 Based upon your findings under Performance Objective 1.1.2, analyze the two sets of goals for at least one (1) course and combine (synthesize) them into one set of goals that would make the course more relevant to you. Justify your conclusions.

NOTE TO THE STUDENT

By the time you finish this LAP you will be able to compare and synthesize your goal for a course with those of your teacher, and come up with a more relevant view of what you will actually learn and accomplish in a given course.

RATIONALE

This LAP is designed to help you understand that you have a point of view which may be different from your teacher's, and that a relevant and valuable goal for a given course can be synthesized from your goals and your teacher's. Keep in mind that the purpose of combining your point of view and your teacher's is to come up with a good synthesis in terms of relating your school work to your future career planning.

DIRECTIONS

In this LAP you will choose a course you are presently taking and compare your goals with those of your teacher; then combine them into one set of goals combining elements of both. Then you will justify your synthesis.

# PRE-TEST

Below are three (3) sets of goals. Each set consists of two (2) goals for one class. Combine (synthesize) the two goals into one goal, combining the elements of both given goals.

1. Business Machines Course.

   A. To learn the operation of an adding machine

   B. To learn what machines are used in a typical office

   C. (Synthesis) ______________________________

   ______________________________

   ______________________________

2. Horticulture Course.

   A. To learn the proper plant foods

   B. To learn what I could grow at home

   C. (Synthesis) ______________________________

   ______________________________

   ______________________________

3. Sewing Course.

   A. To learn to operate a sewing machine

   B. To learn tailoring techniques

   C. (Synthesis) ______________________________

   ______________________________

   ______________________________

## PRE-TEST (Scoring Key)

Some possible answers are:

1. To learn to select the proper machine and operate it in an office situation.

2. To learn what food and flowers can be grown in my yard, and how to nurture them.

3. To learn to use a sewing machine to make tailored clothes.

If your answers were similar to these -- that is, you combined both goals into one synthesis, you may, with the approval of your instructor, skip this LAP or one of the activities.

## LEARNING ACTIVITIES AND RESOURCES

There are two (2) activities in this section. Do both of them.

ACTIVITY #1. A. Select one (1) course you are now taking.

Course Title: ______________________________

B. In the appropriate space, state your ideas of the goals for the course.

(Your goals for the course): ______________________________

______________________________

______________________________

______________________________

______________________________

C. Now get your teacher to fill in his goals. (You can copy this from the previous LAP.)

(Goals as stated by your teacher): ______________________________

______________________________

______________________________

______________________________

______________________________

D. Synthesize the two (2) sets of goals, taking the best points from each. You may make one (1) or more combinations.

(These goals combined): ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

E. The combinations should be more relevant than either of the original sets of goals. Give reasons why the synthesis is more relevant and/or realistic.

Remember that you are interested in your own future needs whereas, while your teacher is more familiar with the subject, he must gear his course to all his students.

Why the synthesis is (are) more relevant: __________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

ACTIVITY #2. With the help of your Work Experience Education Coordinator, compile a bibliography of books and magazines which would teach you skills, knowledges, and attitudes related to your occupational area. Use, but do not limit yourself to, the Readers Guide to Periodical Literature, your library card catalog, and any reference books, manuals, etc. used where you are employed.

BIBLIOGRAPHY FOR

________________________
(Occupational Area)

## POST-TEST

1. Write out two (2) goals for a biology course.

   A. ______________________________________________

   ______________________________________________

   B. ______________________________________________

   ______________________________________________

2. Now write out a synthesis of these goals.

   ______________________________________________

   ______________________________________________

   ______________________________________________

3. Now do the same thing for a foreign language, art, or shop class.

   ______________________________________________

   ______________________________________________

   ______________________________________________

## POST-TEST (Scoring Key)

Your synthesis should contain elements of both original goals and should be relevant to your career goals and/or adult responsibilities.

To grade your test, give yourself two (2) points for each original goal and five (5) points for a good synthesis. Out of a possible 18 points - 13 is passing. If you have passed, go on to the next LAP or try some of the I-DEAS. If you didn't pass, do the LAP Post-Test again.

## I-DEAS

1. Select a course. Contrast the goals of that course today with those of a similar course as taught twenty (20) years ago.

2. Contrast skills, knowledges, and attitudes learned in a school extra-curricular activity (Pep Commission, Drama Club, etc.) with skills, knowledges, and attitudes required in a work situation.

3. Pick an occupational area and list all courses offered at your school which relate skills, knowledges, and attitudes directly and indirectly to the occupational area.

4. Discuss with your work supervisor how your job fits in with the goals of your company.

5. Defend in writing your synthesis of goals in the Post-Test of this LAP.

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 1.2 Assume assigned duties and responsibilities and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum.

Performance Objective: 1.2.1 On the basis of the duties and responsibilities you have accepted on the job, list at least five (5) of your job duties and three (3) of your job responsibilities. Compare the educational goals (purposes) of a minimum of three (3) courses you are now taking which are most relevant to your job duties and responsibilities.

## NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify five (5) duties and three (3) responsibilities that you accepted at your career station.
2. Identify the educational goals (purposes) of three (3) courses that you are now taking which are relevant to your career station duties and responsibilities.

## RATIONALE

This LAP is designed to help you identify three (3) courses that you are now taking that you can relate with your duties and responsibilities at your career station.

## DIRECTIONS

In this LAP you will identify your duties and responsibilities at your career station; confer with your teachers regarding the educational goals of the courses you are taking; select three (3) of your courses that are most relevant to your career station duties and responsibilities; discuss the relevancy of your courses and duties and responsibilities at your career station with your Work Experience Education Sponsor and Coordinator; and list courses that you should take to assume present and future duties and responsibilities at your career station.

## PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your understanding of the ideas expressed in Performance Objective 1.2.1 in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. What is the difference between a job station and a career station?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

2. What do you mean by "duties" on a job?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

3. What do you mean by "responsibilities" on a job?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

4. What does "relevant" mean to you?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

5. What does "relevant education" mean to you?

______________________________

______________________________

______________________________

______________________________

6. What do you mean by a course of studies?

______________________________

______________________________

______________________________

______________________________

7. Is there a difference between educational goals and purposes? __________

Explain. ______________________________

______________________________

______________________________

______________________________

8. List one thing in one course that you are now studying that is relevant to your duties on your job.

______________________________

9. List one thing in one course that you are now studying that is relevant to your responsibilities on your job.

______________________________

If you cannot answer all of the questions above, proceed directly to Activity #1. If you can answer all of the questions above, see your instructor and he will give you "good news." He will probably instruct you to "move on" to the next exciting package!

## PRE-TEST (Scoring Key)

1. They are the same.

2. What is due; any action necessary in, or appropriate to, one's occupation or position.

3. Obligation; condition, quality, fact or instance of being responsible; a thing or person for whom one is responsible.

4. Pertinent; to the point.

5. Pertinent training, teaching, or knowledge; to the point.

6. A complete progressive series of studies necessary for graduation.

7. Not the way they are used here.

8. Self-explanatory.

9. Self-explanatory.

## LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1 and #2 are required. In addition, you may find Activity #3 helpful to you.

ACTIVITY #1. This activity is designed to help you identify five (5) duties and three (3) responsibilities that you have accepted at your career station.

1. Fill in the following chart:

| DATE | MY CAREER STATION | MY PRESENT DUTIES | MY PRESENT RESPONSIBILITIES |
|---|---|---|---|
| | | | |
| DATE | MY CAREER STATION | MY PRESENT DUTIES | MY PRESENT RESPONSIBILITIES |
| | | | |

2. Show the above chart to your Work Experience Education Sponsor.

A. Did he suggest changes? ____________________

____________________

B. Write down his suggestions below.

____________________

____________________

____________________

____________________

3. Show the above chart to your Work Experience Education Sponsor.

   A. Did he suggest changes? ______________________________

   ______________________________________________________

   B. Write down his suggestions below.

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

4. Share the suggestions made by your Work Experience Education Sponsor with your Work Experience Education Coordinator.

5. Fill in the chart below after your discussion with your Work Experience Education Coordinator.

| DATE | MY CAREER STATION | MY PRESENT DUTIES | MY PRESENT RESPONSIBILITIES |
|---|---|---|---|
| | | | |
| DATE | MY CAREER STATION | MY PRESENT DUTIES | MY PRESENT RESPONSIBILITIES |
| | | | |

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #2.

This activity is designed to help you identify the educational goals (purposes) of three (3) courses you are now taking which are relevant to your career station duties and responsibilities.

1. List your course of studies (your present program) below, with the proper title and the name of your teacher. (Example: Algebra I - Mr. John Jones)

| | COURSE TITLE | TEACHER |
|---|---|---|
| Period 1 | | |
| Period 2 | | |
| Period 3 | | |
| Period 4 | | |
| Period 5 | | |
| Period 6 | | |
| Period 7 | | |
| Period 8 | | |

2. Ask each teacher to list at least three (3) educational goals (purposes) of the course he/she is teaching you.

Teacher: ______________________________

Goal #1: ______________________________

______________________________

Goal #2: ______________________________

______________________________

Goal #3: ______________________________

______________________________

3. From the answers you received from your teachers, list the educational goals (purposes) which you find most relevant (most meaningful and practical) to help you accept your duties and responsibilities at your career station.

4. Which of the three (3) courses have helped you most to accept your career station duties and responsibilities?

5. List below the courses you are now taking that have helped you most at your career station to accept your:

Duties

Responsibilities

A. How can you explain this difference?

ACTIVITY #3. This activity is designed to help you identify courses at your school that you might take in the future to assist you in accepting present and future duties and responsibilities at your career station.

1. List below, courses that you can take at your school and a list of duties and responsibilities that you will perform at your career station.

| Date | Career Station | Course {I can / I will} take | Duty | Responsibility |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

2. Discuss the above chart with your Work Experience Education Sponsor. List the conclusions you both reached.

3. Discuss the above chart with your Work Experience Education Coordinator and list the conclusions you both reached.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

4. Would you change your chart? ______________________________

If not, give reasons. ______________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

If yes, fill in new chart and underline changes.

| Date | Career Station | Course (I need) | (for duty) | (for responsibility) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# POST-TEST

INSTRUCTIONS: This Post-Test is to measure your understanding of Performance Objective 1.2.1. Write your answers in the spaces provided.

1. The duties I have accepted at my career station are:

2. The duties I plan to accept at my future career station are:

3. The responsibilities I have accepted at my career station are:

4. The responsibilities I plan to accept at my future career station are:

5. The three (3) courses that I am now taking that I find most relevant to help me assume my duties and responsibilities at my career station are:

______________________________________________

______________________________________________

______________________________________________

6. The educational goals of the three (3) courses in #5 above, according to my teachers are:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

7. My educational goals for the three (3) courses in #5 above are:

a. __________ same as the teacher.

b. __________ different than the teacher.

If you checked b, list differences below.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

8. I feel that relevant education is important to students because:

9. My Work Experience Education Sponsor made the following suggestions to help me in assuming duties and responsibilities at my career station:

10. My Work Experience Education Coordinator made the following suggestions to help me in assuming duties and responsibilities at my career station.

The minimum level of acceptable performance is to be -- all answers correct as determined by your Work Experience Education Coordinator. The I-DEAS that follow this Post-Test allow you to show your "real" talent. Good luck -- I think you will find them interesting!

## POST-TEST (Scoring Key)

1. Self-explanatory
2. Self-explanatory
3. Self-explanatory
4. Self-explanatory
5. Self-explanatory
6. Self-explanatory
7. Self-explanatory
8. Prepares them for the real, practical world of work; students can see and understand why; makes course of study real interesting and alive; makes career station meaningful.
9. Self-explanatory
10. Self-explanatory

## I-DEAS

1. If you were the Principal of your high school, list below, three (3) courses with educational goals that you would require of a student to take before he graduates, in order to be successful at your career station.

### 10th Grade

| Course: | Educational Goals: |
|---|---|
| ______________________ | ______________________________ |
| | ______________________________ |
| | ______________________________ |
| | ______________________________ |
| | ______________________________ |

### 11th Grade

| Course: | Educational Goals: |
|---|---|
| ______________________ | ______________________________ |
| | ______________________________ |
| | ______________________________ |
| | ______________________________ |
| | ______________________________ |

### 12th Grade

| Course: | Educational Goals: |
|---|---|
| ______________________ | ______________________________ |
| | ______________________________ |
| | ______________________________ |
| | ______________________________ |
| | ______________________________ |

2. If you were the Principal of your high school, list below, three (3) courses that you would not require a student to take before he graduates, in order to be successful at your career station.

10th Grade

Course: ____________________

I would not require this course because:

11th Grade

Course:

I would not require this course because:

12th Grade

Course:

I would not require this course because:

3. List below, the "perfect" courses to prepare a student to accept duties and responsibilities at your career station.

10th Grade:

11th Grade:

12th Grade:

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 1.2 Assume assigned duties and responsibilities and relate them to the educational goals (purposes) of elective and required courses in your school's curriculum.

Performance Objective: 1.2.2 On the basis of the duties and responsibilities you have accepted on the job, suggest how courses you have taken or are now taking could be changed to provide better preparation for the job you now have. For each suggestion, explain how the changes would improve each course.

## NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify the duties and responsibilities that you have accepted on the job.
2. Suggest how courses you have taken and are taking could be changed to provide better preparation for the job you now have.

## RATIONALE

This LAP is designed to enable you to suggest how courses in school should be changed to better prepare students for the job you now have.

## DIRECTIONS

In this LAP you will identify the duties and responsibilities you have accepted at your job; describe what you do on your job; suggest how your courses in school should be changed to better prepare students for your job; explain how these changes would improve each course; discover how changes are made in courses in school.

## PRE-TEST

**INSTRUCTIONS:** This Pre-Test is designed to measure your understandings of the ideas expressed in Performance Objective 1.2.2 as presented in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. What do you mean by "a curriculum" in a school?

______________________________________________

______________________________________________

______________________________________________

2. What do you mean by "a required course" in a school?

______________________________________________

______________________________________________

______________________________________________

3. What is an "elective course" in school?

______________________________________________

______________________________________________

______________________________________________

4. Do you like required courses or elective courses better?

______________________________________________

Explain your answer. ______________________________

______________________________________________

______________________________________________

5. How can a student change a course of study in your school?

______________________________________________

______________________________________________

______________________________________________

6. Who would be the person in your school to see about changing the material being taught in a course?

______________________________________________________________

______________________________________________________________

If you cannot answer all of the questions above, proceed directly to Activity #1. If you can answer all of the questions above, see your instructor and he will give you the "word" --- "congratulations and instructions."

# PRE-TEST (Scoring Key)

1. See below.

2. Courses required for graduation.

3. These courses fulfill the total credit requirement for graduation; i.e., the student may "elect" to take these courses and "select" his course.

4. Self-explanatory.

5. Through a prescribed district procedure.

6. Teacher; principal; the person designed by the district to bring about a change in the curriculum, etc.

   (a) A general over-all plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification, or for entrance into a professional or vocational field.

## LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1 and #2 are required. In addition, you may find Activity #3 very interesting.

ACTIVITY #1. This activity is designed to help you identify the duties and responsibilities that you have accepted at your career station.

1. Fill in the chart below, based upon your job at your career station.

| DATE | MY JOB | DUTIES I HAVE ACCEPTED | RESPONSIBILITIES I HAVE ACCEPTED |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

2. Ask your Work Experience Education Sponsor to check your answers above for any additions or deletions he might suggest. Make the necessary changes on the chart above.

3. Ask your Work Experience Education Coordinator to check your answers in your chart for any additions or deletions he might suggest. Make the necessary changes on the chart above.

4. Using the information from your chart on Page 5, and the suggestions made by your Work Experience Education Sponsor and your Work Experience Education Coordinator, make a new chart using the following form.

| DATE | MY JOB | DUTIES I HAVE ACCEPTED | RESPONSIBILITIES I HAVE ACCEPTED |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

ACTIVITY #2. This activity is designed to enable you to suggest how courses you have taken or are presently taking could be changed to provide better preparation for the job you now have.

1. Describe what you do on the job you now have.

2. List how courses you have taken or are now taking could be changed to provide better preparation for the job you now have.

| DATE | GRADE | COURSE | HOW COURSE COULD BE CHANGED (to better prepare me for my job) | HOW THIS CHANGE WOULD IMPROVE THE COURSE (to better prepare me for my job) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

ACTIVITY #3. This activity is designed to enable you to understand how your suggestions for course changes can be implemented.

1. Discuss the information you accumulated in your chart in Activity #2 with your Work Experience Education Coordinator.

2. Ask your Work Experience Education Coordinator to provide you with "guidance" and "direction" so that you might discuss your suggestions with a member of your school faculty who has the responsibility for reviewing suggestions for changing the curriculum in your school.

3. Follow through with the recommendations made by your Work Experience Education Coordinator in #2.

4. Report the results of your conference in #3 with your Work Experience Education Coordinator.

## POST-TEST

INSTRUCTIONS: This Post-Test is to measure your understanding of Performance Objective 1.2.2. Write your answers in the spaces provided.

1. My definition of an elective course is: ____________________

______________________________________________

______________________________________________

2. My definition of a required course is: ____________________

______________________________________________

______________________________________________

3. The reason I would like to change the material taught in some of my courses in school is: ____________________

______________________________________________

______________________________________________

4. How are courses in school and job responsibilities and duties related?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

5. If I wanted to suggest some changes in a course of study in school, I would do the following:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

The minimum level of acceptable performance is to be: All answers correct as determined by your Work Experience Education Coordinator.

The I-DEAS that follow the Post-Test allow you to learn more. Remember, the I-DEAS are especially for YOU.

## POST-TEST (Scoring Key)

1. An elective course fulfills the total credit requirement for graduation -- the student may "elect" to take these courses and "select" his course.

2. A course required for graduation.

3. Self-explanatory.

4. Relevant education.

5. Write down suggestions.
   Discuss with teacher.
   Discuss with faculty member responsible for changes in courses and curriculum.

## I-DEAS

1. Hold a conference with the "Director of Training" at your career station. "Discover" if there is a training plan for the employees.

2. Assume the role of a Director of Training for your career station and plan a Training Program for your job and a "Career ladder" for your job.

3. Assume the role of the Director of Curriculum or Instruction for your school. What logical steps would you take to change the courses of study to prepare students for your job at your career station?

LAP Prepared By: William Sovel

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ________________

Type of Work Experience Education: VOCATIONAL

Program Goal: 1.3 Assume assigned duties and responsibilities and improve on-the-job performance through related in-school instruction.

Performance Objective: 1.3.1 On the basis of your related in-school instruction, list a minimum of five skills and three responsibilities which have contributed to improvement in your on-the-job performance.

## NOTE TO THE STUDENT

Do you know what it will take to improve your on-the-job performance and how the related class you are now in can help? By the time you complete this LAP you will be able to:

1. Know what skills and responsibilities you need, and
2. Develop a series of activities that will assist you to learn how to improve your on-the-job performance.

## RATIONALE

For those of you with a job at a work experience education station there are a wide variety of opportunities in the related vocational classes you have taken and are presently taking to learn skills, attitudes, and know how. Learning these in school will be a short cut and aid to success on the job. Regardless of how proficient you are at this time on the job, the typical person can always attain additional skills and assume new responsibilities which will increase proficiency. Skill is the ability to use your know how efficiently on a task. Responsibilities is accepting a duty and/or trust given you by your employer.

## DIRECTIONS

Together with your instructor, work experience coordinator, and your work experience education sponsor, you will develop a series of learning activities that will take place both in your class and your place of employment. Additionally, you will learn to use the Dictionary of Occupational Titles or you will participate in a student group discussion to find skills and responsibilities needed to increase your on-the-job proficiency.

# PRE-TEST

1. (a) List seven skills you now use on the job which you have learned since being employed. If you cannot list seven (7), list as many as you can.

   (b) Mark an "X" in front of those skills that were learned in a related class.

_______ 1. ________________________________________

_______ 2. ________________________________________

_______ 3. ________________________________________

_______ 4. ________________________________________

_______ 5. ________________________________________

_______ 6. ________________________________________

_______ 7. ________________________________________

2. (a) List five (5) responsibilities which you now have which you did not have when you first started on the job. If you cannot list five (5), list as many as you can.

   (b) Mark an "X" in front of those responsibilities that were learned in a related class.

_______ 1. ________________________________________

_______ 2. ________________________________________

_______ 3. ________________________________________

_______ 4. ________________________________________

_______ 5. ________________________________________

3. List five (5) sources of information that will help you in deciding what skills and responsibilities you need to improve your on-the-job performance.

1. ________________________________________

2. ________________________________________

3. ________________________________________

4. ________________________________________

5. ________________________________________

## PRE-TEST ANSWER SHEET

1. (Appropriateness of answers best determined by instructors.)

2. (Appropriateness of answers best determined by instructors.)

3. (Typical answers may include any of those that follows. Again, the instructor needs to decide the answers' appropriateness for the particular circumstances.)

   Dictionary of Occupational Titles
   Occupational Handouts
   Human Resources Development materials
   Industry Handouts
   Instructors
   Counselors
   House Organ
   Chamber of Commerce
   Business Owners
   Library, school and public
   U. S. Department of Labor
   ETC.

If you can identify five skills and three responsibilities that were learned in a related class and list five sources of information to help you decide what skills and responsibilities you need to improve on-the-job performance, you can skip this LAP.

Please put this pre-test in your personnel career folder.

## LEARNING ACTIVITIES

Instructions: Do all of the following:

1. Ask the following people to suggest a series of skills which you will need to know in order to perform the tasks at your present job.

   List these on form A.

   a. Work Experience Education Sponsor

   b. Work Experience Coordinator

   c. Instructor of related class

2. Meet with your instructor to develop a series of activities to learn new skills and responsibilities required to improve on-the-job performance. List these on form B. Learning activities #2 and #3 should be done together.

3. Based on the activities you have worked out with the instructor, you will now meet with your work experience education sponsor to decide how you will do this on the job.

Optional Activities: Do one additional activity from the following:

4. Obtain a Dictionary of Occupational Titles and look up the occupations you are now studying to determine the skills and responsibilities required to obtain proficiency.

5. Participate in a group discussion in which students tell of comments made by their work experience education sponsor for the purpose of improving student performance on the job.

## REQUIRED LEARNING ACTIVITY FORM #A

Ask the following people to suggest a series of skills which you will need to know in order to perform the tasks at your present job.

a. Work Experience Education Sponsor

b. Work Experience Coordinator

c. Instructor of related class

# LEARNING AC ITY FORM #B

Learning Activities #2 & #3

#2 Meet with your instructor to develop a series of activities to learn new skills and responsibilities required to improve on-the-job performance.

a. SKILLS ACTIVITIES: Do five (5) or more. If you cannot list five (5), list as many as you can.

EXAMPLE: Improve your typing speed from 35 words per minute to 45 words per minute.

b. RESPONSIBILITIES ACTIVITIES: Do three (3) or more. If you cannot list three (3), list as many as you can.

EXAMPLE: Be on time to work.

#3 Based on the activities you have worked out with the instructor, you will now meet with your work experience education sponsor to decide how you will do this on the job.

a. SKILLS ACTIVITIES: Do five (5) or more. If you cannot list five (5), list as many as you can.

EXAMPLE: Will now be assigned additional task of typing out-going correspondence.

b. RESPONSIBILITIES ACTIVITIES: Do three (3) or more. If you cannot list three (3), list as many as you can.

EXAMPLE: Open up the work station for a day's operation.

## POST TEST

Prepare a list with a minimum of five (5) skills and three (3) responsibilities which have been attained from your related class instruction.

NOTE:

1. Submit this list to your work experience education sponsor who will verify this by his signature in order to indicate that you have improved your on-the-job performance.

2. Return the verified list to the instructor for his confirmation.

| SKILLS | SIGNATURE |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| RESPONSIBILITIES | SIGNATURE |
|---|---|
| | |
| | |
| | |
| | |
| | |

Teacher Confirmation

If you wish to assist other students and your instructor, consider doing the additional activities listed on page 8.

# I-DEAS

1. With the aid of a tape recorder, interview persons involved in the occupation in which you are now working. Ask them to tell you what related instruction you would need in order to perform most effectively and efficiently on the job.

   This assignment can be made more interesting by the following:

   a. Get together with several other students in the class and each visit a different resource person to get the necessary information

   b. Return to class and listen to the other tapes in a group or class so all may gain from this information.

2. Form a student committee to appraise the skills and responsibilities required for the occupation you are now learning. Meet with the instructor to evaluate the present curriculum and suggest ways in order to make it more relevant.

LAP Prepared By: Robert J. Menke

## WORK EXPERIENCE EDUCATION
## LEARNING ACTIVITY PACKAGE #

Type of Work Experience Education: VOCATIONAL

Program Goal: 1.3 Assume assigned duties and responsibilities and improve on-the-job performance through related in-school instruction.

Performance Objective: 1.3.2 In a group role-playing situation in your related in-school instruction, portray two (2) or more instructional approaches used by either another teacher or your Work Experience Education Sponsor that you feel have been helpful to you in improving your on-the-job performance.

### NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify two (2) instructional approaches used by your teacher or Work Experience Education Sponsor that have been helpful to you in improving your on-the-job performance.
2. Portray these two (2) instructional approaches to your related instruction class.

### RATIONALE

This LAP is designed to help you identify and portray to your class two (2) ways to teach skills that have helped you improve your on-the-job performance.

### DIRECTIONS

In this LAP you will identify two (2) instructional approaches used by your teacher and Work Experience Education Sponsor; you will identify skills that you have learned through specific instructional approaches; you will identify skills that have helped you to improve your on-the-job performance; you will identify different types of instructional approaches; you will develop an "action plan" to teach a skill to your related instruction class; and you will teach a skill to your related instruction class.

## PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your understanding of Performance Objective 1.3.2 in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. What is role-playing?

2. What do you mean by an "instructional approach" in education?

3. What do you mean by an "on-the-job" performance?

4. What do you mean by a Work Experience Education Sponsor?

5. What do you mean by a career station?

6. What do you mean by an evaluation?

________________________________________

________________________________________

________________________________________

7. What is a Lesson Plan?

________________________________________

________________________________________

________________________________________

8. List two (2) skills that you have learned in class that have helped you to improve your performance on the job.

a. ______________________________________

______________________________________

b. ______________________________________

______________________________________

9. List two (2) skills that you have learned on the job that have helped you to improve your on-the-job performance.

a. ______________________________________

______________________________________

b. ______________________________________

______________________________________

If you cannot answer all of the questions above, proceed directly to Activity #1. If you can answer all of the questions above, see your instructor and he will have some "choices" for you.

## PRE-TEST (Scoring Key)

1. Role-playing is the imitation of a real incident. A technique for creating a realistic situation.

2. The method or manner in which something or subject matter is taught.

3. The degree to which an assignment is performed at the work station.

4. The individual who is directly responsible for the student's learning activity at the career station.

5. The business establishment where students acquire paid or non-paid employment experience.

6. To appraise the value or worth of something.

7. An outline for teaching a subject or skill.

8. Self-explanatory.

9. Self-explanatory.

## LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1, #2, #3, and #4 are required.

ACTIVITY #1. This activity is designed to help you identify instructional approaches used by your teachers that have helped you in improving your on-the-job performance at your career station.

1. Fill in the spaces provided below to assist you in instructional approaches used by your teachers.

*For definition of instructional approach, see Pre-Test (Scoring Key) #2.

| COURSE | SKILL TAUGHT | *Instructional Approach Used (How taught) | How This Skill Helped Me Perform On The Job |
|---|---|---|---|
| (Example)<br>Typing | Margin setting | Demonstration | Typing business letters |
| Office Training | Answering Telephone | Demonstration and film | To answer phone and direct call to proper person |
| Electronics | Electronic Terms | Demonstration slides, identification of material | Identification and communication with other employees |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

2. Identify the one (1) skill that you learned in school that has helped you the most in improving your on-the-job performance at your career station.

______________________________________________

______________________________________________

______________________________________________

3. Which instructional approach do you consider the best?

______________________________________________

______________________________________________

______________________________________________

Why? __________________________________________

______________________________________________

______________________________________________

4. Do you think that a different instructional approach could have been used for you to learn one of the skills?

______________________________________________

Which skill? ___________________________________

______________________________________________

How? __________________________________________

______________________________________________

______________________________________________

ACTIVITY #2. This activity is designed to help you identify instructional approaches used by your Work Experience Education Sponsor that have helped you in improving your on-the-job performance at your career station.

1. Fill in the spaces provided below to assist you in identifying instructional approaches used by your Work Experience Education Sponsor.

*For definition of Instructional Approach, see Pre-Test (Scoring Key) #2

| Job at Career Station | Skill Taught | *Instructional Approach Used (How Taught) | How This Skill Helped Me Perform On The Job |
|---|---|---|---|
| Example:<br>Clerk & Receptionist | Answering telephone | Demonstration and film | To answer phone properly and direct call to proper person |
| Typing | Margin Setting | Demonstration | Typing business letters |
| Electronic Helper | Electronic Terms | Demonstration and identification of equipment | Identification, communication, and ability to get along with others and get job done |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

2. Identify the one (1) skill above that you learned that has helped you the most in improving your on-the-job performance at your career station.

______________________________________________

______________________________________________

3. Which instructional approach do you consider the best?

______________________________________________

Why? __________________________________________

______________________________________________

______________________________________________

4. Do you think that a different instructional approach could have been used for you to learn one of the skills?

______________________________________________

______________________________________________

Which skill? ___________________________________

______________________________________________

How? __________________________________________

______________________________________________

______________________________________________

ACTIVITY #3. This activity is designed to help you to make plans for role-playing two (2) or more instructional approaches used by your teachers or Work Experience Education Sponsor that you feel have been helpful to you in improving your on-the-job performance at your career station.

1. In order to accomplish Performance Objective 1.3.2, it is necessary to demonstrate an instructional approach by "saying it as it is" to some students in your related instruction class. Therefore, it is "the thing to do" to make an "action plan" for this event. If you have ever played "charades" (acting out an event or person), this activity will be easy for you.

2. Select one (1) instructional approach to teach one skill in Activity #1 on page 5, and select one (1) instructional approach to teach one (1) skill in Activity #2 on Page 7. List these two (2) skills with the instructional approach below. (These are the skills you will demonstrate.)

SKILL in Activity #1

____________________________________________________________

____________________________________________________________

INSTRUCTIONAL APPROACH

____________________________________________________________

____________________________________________________________

SKILL in Activity #2

____________________________________________________________

____________________________________________________________

INSTRUCTIONAL APPROACH

____________________________________________________________

____________________________________________________________

3. I will teach my "skill lesson" in Room ____________.

4. I will need the following equipment:

(Remember, you might need more than one of each, if the students are going to be involved by doing.)

5. I will "set the stage" by telling the class what I am going to do. Write the introduction or outline of your introduction below.

6. I will "perform" my instruction by using the following logical steps:

In this "teaching and Learning" phase of your performance, you might consider having the students follow your steps by actually doing the steps along with you.

7. I will summarize my instruction by doing/saying the following steps:

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

8. Allow time for a question-and-answer period.

9. At this final stage, you might consider having the students or a student perform the skill you have taught (demonstrated). This will be a true evaluation of your teaching ability!

ACTIVITY #4. This activity is designed to help you make final preparations for your presentation of your lesson to students in your related instruction class.

1. Rehearse your lesson(s) before your teacher, Work Experience Education Sponsor, or another student.
2. Make arrangements with your teacher as to time and place for your presentation.
3. Make sure that you have proper equipment and "props" for your presentation.
4. Make sure that you have rehearsed and know Activity #3 to your satisfaction.

5. Good Luck, Professor!

and

Congratulations!!!

## POST-TEST

INSTRUCTIONS: This Post-Test is to measure your understanding of Performance Objective 1.3.2. Write your answers in the spaces provided.

1. What do you mean by a Work Experience Education Sponsor?

______________________________

______________________________

______________________________

2. What is a career station?

______________________________

______________________________

______________________________

3. List five (5) types of instructional approaches you have observed.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

4. List two (2) skills that you learned in class that have helped you to improve your performance on the job.

a. ______________________________

b. ______________________________

5. List two (2) skills that you learned on the job that have helped you to improve your on-the-job performance.

a. ______________________________

b. ______________________________

6. What do you think are the five (5) most important steps in teaching a skill?

a.

b.

c.

d.

e.

7. Do you believe you can improve your on-the-job performance best by learning on the job or learning in the classroom?

Explain your answer.

8. The things I learned from this LAP are:

The minimum level of acceptable performance is to be -- all answers correct as determined by your Work Experience Education Coordinator. The I-DEAS that follow this Post-Test allow you to be a real "ham." Good Luck -- I know you will deserve an "Oscar" for your performance.

## POST-TEST (Scoring Key)

1. The individual who is directly responsible for the student's learning activity at the career station.

2. The business establishment where students acquire paid or non-paid employment experience.

3. Lecture, Demonstration, Film, Slides, Reading a Textbook, Learning Activity Packages.

4. Self-explanatory

5. Self-explanatory

6. Preparation, Introduction, Activity, Summary, Evaluation.

7. Self-explanatory

8. Self-explanatory

## I-DEAS

1. Invite your Work Experience Education Sponsor to visit your class and teach (demonstrate or lecture) a skill that will help the students improve their performance on the job.

   Make arrangements with your classroom teacher before you invite your Work Experience Education Sponsor.

2. Invite your "related instruction" teacher to visit you and your Work Experience Education Sponsor at your career station. Make arrangements with your Work Experience Education Sponsor before you invite your teacher.

3. Ask your Work Experience Education Sponsor if you can assist him in the training program for new employees; i.e., develop lesson plans or demonstrate acceptable ways to perform skills at job stations.

4. Ask your Work Experience Education Sponsor if you can assist him in planning a training schedule for vocational work experience education students.

5. Ask your "related instruction" teacher if you can assist him in coordinating classroom instruction with on-the-job activities.

6. Ask your Work Experience Education Sponsor if you can assist him in coordinating performance of on-the-job skills with related classroom instruction.

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.1 List in order of importance to man's personal fulfillment ten (10) of his basic needs. Prepare arguments in the defense of the absence or presence of productive work on that list. Defend the rank of productive work on your list.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List in order of importance 10 of man's basic needs for personal fulfillment.
2. List 5 characteristics of a productive worker.
3. List 5 characteristics of a non-productive workers.

RATIONALE

This LAP is designed to help you discover your basic needs for personal fulfillment in life and the importance and relationship of productive work to personal fulfillment.

DIRECTIONS

In this LAP you will analyze man's basic needs for personal fulfillment: Interview a teacher, a classmate, and a worker at your career station to determine their needs for personal fulfillment and productive work; identify key phrases and words from your local newspaper that personal fulfillment is importany to a productive worker; write an ad for the HELP WANTED column in your local newspaper advertising for a productive worker; an ad for the JOB WANTED column in your local newspaper identifying yourself as a productive worker; and interview productive workers and list their personal characteristics.

# PRE-TEST

This Pre-Test is to measure your ability to understand the ideas expressed in the Performance Objective 2.1.1 in this Learning Activity Package.

Write your answers to the Pre-Test in the spaces provided. If the answers are complete and accurate to the satisfaction of your instructor, you may proceed to the next Performance Objective 2.1.2.

If you are unable to answer all of the questions in the Pre-Test (do not become alarmed), do as well as you can and turn your answers in to your instructor. Then, become involved and turn to the Learning Activity Package on the following pages.

## PRE-TEST

1. List three of man's basic needs.

_______________________________________________

_______________________________________________

_______________________________________________

2. List five of man's basic needs for personal fulfillment in life.

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

3. List five of your basic needs for personal fulfillment in life.

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

4. What is productive work?

_______________________________________________

_______________________________________________

_______________________________________________

84

5. List five characteristics of a productive worker.

6. What is non-productive work?

7. List five characteristics of a non-productive worker.

8. Indicate below where you would rank productive work in the order of importance to man's personal fulfillment?

First __________

Second __________

Third __________

Other __________

PRE-TEST (Continued)

9. How is productive work related to personal fulfillment?

______________________________________________

______________________________________________

______________________________________________

## PRE-TEST (Key)

The minimal level of acceptable performance is answers which are complete and accurate to the satisfaction of your instructor.

1. Basic or Human Needs:

    a. Viceral Needs

    Needs related to the vital organs
    (Food, water, air, etc.)

    Needs related to the reproductive system

    Needs related to the protection of the body
    (Extreme cold and heat)

    b. Activity Needs

    Need to explore and manipulate

    Urge to "keep going"

    c. Sensory Needs

    Needs for color, tone, rhythm

    Need to orient ourself to environment

    Need to escape confusion

    Urge to perceptual clarity

    d. Need to avoid or escape attack, injury, threat, shock, or unbearable disturbance

2. Basic Needs for Personal Fulfillment

    Sense of accomplishment, productive work, challenging work, satisfying work, loyalty to work, desire to succeed, awareness of responsibilities, positive work attitude, satisfying relationship with others, self-control, happiness, enthusiasm.

3. Self-Explanatory (Pertains #2)

4. The volume of work consistently done in relation to the volume required for fully proficient performance of the job.

5. Job knowledge, work output, consistent quality of work, judgment, reliability, adaptability, perseverance, ability to think, ability to make decisions, awareness, job planning.

6. See #4 on page 6.

7. See #5 on page 6
Boredom, slipshod, inactive, lazy, reluctance to cooperate, careless, fatigue, inconsistent

8. Self-explanatory

9. Productive work is related to personal fulfillment because it is one of the basic needs of man for personal fulfillment.

# LEARNING ACTIVITIES AND RESOURCES

The five learning activities that follow have been designed to enable you to understand the Program Goal and Performance Objective of this Learning Activity Package. Before you qualify for the Post Test, you must complete Activity One. It is advisable that you perform two of the remaining four activities before taking the Post Test. You may request the instructor to administer the Post Test when you feel adequately prepared to pass the test.

## ACTIVITY ONE

1. List and rank in order of importance the ten needs that a person requires for personal fulfillment. Your librarian--school or public--can help you.

   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________
   5. ______________________________
   6. ______________________________
   7. ______________________________
   8. ______________________________
   9. ______________________________
   10. ______________________________

   a. Where did you rank "productive work" on your list? __________

   ______________________________

   Why? ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________

   b. If not on the list, why? ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________

## ACTIVITY TWO

(Read the entire activity before you proceed)

Ask the individuals below to list and rank in order of importance ten needs they require for personal fulfillment.

| Teacher | Classmate | Worker at Your Career Station |
|---|---|---|
| 1. ____________ | 1. ____________ | 1. ____________ |
| 2. ____________ | 2. ____________ | 2. ____________ |
| 3. ____________ | 3. ____________ | 3. ____________ |
| 4. ____________ | 4. ____________ | 4. ____________ |
| 5. ____________ | 5. ____________ | 5. ____________ |
| 6. ____________ | 6. ____________ | 6. ____________ |
| 7. ____________ | 7. ____________ | 7. ____________ |
| 8. ____________ | 8. ____________ | 8. ____________ |
| 9. ____________ | 9. ____________ | 9. ____________ |
| 10. ____________ | 10. ____________ | 10. ____________ |

a. If productive work is listed, have the individual explain ranking.

Teacher

____________________________________________

____________________________________________

____________________________________________

Classmate

____________________________________________

____________________________________________

____________________________________________

Worker at Career Station

____________________________________________

____________________________________________

____________________________________________

## ACTIVITY TWO (Continued)

b. If productive work is absent from the list, have the individual explain why.

Teacher

Classmate

Worker at Career Station

c. From the information gathered above from the teacher, classmate, and worker at your career station, list those needs mentioned most often, indicate how frequently, and rank in order of importance.

| Need Mentioned Most Often | How Frequently | Rank of Importance |
|---|---|---|
| | | 1. |
| | | 2. |
| | | 3. |
| | | 4. |
| | | 5. |
| | | 6. |
| | | 7. |
| | | 8. |
| | | 9. |
| | | 10. |

## ACTIVITY THREE

Obtain the Classified Ad section from local Sunday newspaper.

1. From the HELP WANTED section:

   a. Cut out and attach in the space provided the ads using words and phrases which indicate that an employer realizes that personal fulfillment is important to a productive worker.

   b. Underline these key words and phrases.

   c. List the key words and phrases which are repeated and indicate the number of times.

## ACTIVITY THREE (Continued)

2. From the JOBS WANTED section:

   a. Cut out and attach in the space provided the ads using words and phrases which indicate that personal fulfillment is important to the job seeker who is a productive worker.

   b. Underline these key words and phrases.

   c. List the key words and phrases which are repeated and indicate the number of times.

      ______________________________________________________________

      ______________________________________________________________

      ______________________________________________________________

      ______________________________________________________________

      ______________________________________________________________

      ______________________________________________________________

      ______________________________________________________________

      ______________________________________________________________

## ACTIVITY THREE (Continued)

3. List the identical key words and phrases which appear both in the HELP WANTED section (1.a.) and the JOBS WANTED section (2.a.)

4. In the spaces below write an ad:

   a. For the HELP WANTED column in your local newspaper which you as an employer would use in advertising for a productive worker.

## ACTIVITY THREE (Continued)

4. In the spaces below write an ad:

   b. For the JOBS WANTED column in your local newspaper which would identify you as a productive worker seeking employment.

## ACTIVITY FOUR

1. Interview five productive workers (students or adults) and ask each one the following questions:

   a. Have they always been a productive worker?

   b. What motivates them to be a productive worker?

   (Answer a. and b. in spaces provided below)

1st Interview

Answer a. Yes No

Answer b. ______________________________

______________________________

______________________________

2nd Interview

Answer a. Yes No

Answer b. ______________________________

______________________________

______________________________

3rd Interview

Answer a. Yes No

Answer b. ______________________________

______________________________

______________________________

4th Interview

Answer a. Yes No

Answer b. ______________________________

______________________________

______________________________

5th Interview

Answer a. Yes No

Answer b. ______________________________

______________________________

______________________________

2. List the personal characteristics that appear to be common to all.

______________________________

______________________________

______________________________

3. Observe five non-productive workers (students or adults). List the personal characteristics that appear to be common to all.

______________________________

______________________________

______________________________

______________________________

______________________________

# I-DEAS

Role Playing - Court Room Scene

Mock Trial -

(Roles - judge, jury, witnesses, defendant, plantiff, lawyer for the defendant, lawyer for the plaintiff)

1. Prepare arguments in defense of a non-productive worker that is being terminated.

   Role play with judge, jury, defendant, lawyer for defendant, lawyer prosecuting, witnesses, employer, etc.

# POST TEST

1. When you feel that you are adequately prepared to take the Post Test, turn to the next page.

2. When you have answered all of the questions completely, turn the answers in to your instructor.

3. Good luck!

## POST TEST

1. What does the following mean to you:

   a. Basic needs ______________________________

   b. Personal fulfillment ______________________________

   c. Productive work ______________________________

2. List three basic needs of man:

   (1) ______________________________

   (2) ______________________________

   (3) ______________________________

POST TEST (Continued)

3. List ten basic needs important to the personal fulfillment of man:

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

(6) ______________________________

(7) ______________________________

(8) ______________________________

(9) ______________________________

(10) ______________________________

4. List six characteristics of a productive worker:

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

(6) ______________________________

5. List the six characteristics of a non-productive worker:

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

POST TEST (Continued)

(5) ______________________________________________

(6) ______________________________________________

6. List and rank in order of preference:

a. Your basic needs

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

b. Things important for your personal fulfillment

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

c. Things that make you a productive worker

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## POST TEST (Key)

The minimal level of acceptable performance is answers which are complete and accurate to the satisfaction of your instructor.

1. a. That which is necessary for man to survive
   b. A most individual mental attitude developed as a result of man's successful performance and productive work.
   c. See #4 pre-test (key)

2. See #1 pre-test (key)

3. See #2 pre-test (key)

4. See #5 pre-test (key)

5. See #7 pre-test (key)

6. Self-explanatory

LAP Prepared By: Harry Krall

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.1 List in order of importance to man's personal fulfillment ten (10) of his basic needs. Prepare arguments in defense of the absence or presence of productive work on that list. Defend the rank of productive work on your list.

NOTE TO THE STUDENT

By the time you complete this LAP you will:

1. Have a better understanding of man's basic needs.
2. Better understand man's need to be productive.
3. Be able to place your own needs in order of preference.

RATIONALE

This LAP is designed to help you realize your basic needs and how they can affect your life plans.

DIRECTIONS

This LAP is to be completed by all students enrolled in vocational work experience. Some of the activities require group participation and should be completed only in programs where leaders for small groups can be arranged. Independent activities are to be completed by all enrolled students. Each activity is preceded by instructions for completion.

## PRE-TEST

No pre-test

## PRE-ACTIVITY

To be used only to compare order of importance after LAP completion.

List ten (10) of man's basic needs for personal fulfillment in the order of importance to you.

USE FORM A

Learning Activities and Resources:

I. Small group activity (10-20) students

A. This activity to be completed where program provides time and leadership for small group participation. Omit if LAP is completely on independent basis.

1. Generate from the group a list of man's basic needs or values. (List to guide leader on page 17.)

2. Put needs on the board and have students copy the list.

3. Have students collect pictures (magazine or newspaper photos) that illustrate a person fulfilling a listed need. Each student is to make a small notebook of five (5) basic needs and list the need under the picture. (Please put a note on the items that are being fulfilled by the person "on the job".)

Instructor set a time limit

B. Have students return with their notebooks and have discussion on findings and job relationship. (Presence or non-presence, etc.)

II. Independent Activity

A. The following activity shows how needs aid in decision making. There is no right or wrong answer, your individual needs determine your choice. The activity is to provide you with information as to your need structure.

a. Listed below are some typical needs of both adults and teenagers. They are based on what a group of teenagers have said are typical needs. There are probably others that you feel are important.

1. Independence
2. Money
3. Education
4. Responsibility
5. Family
6. Honesty
7. Opinion of others
8. Prestige and recognition
9. Helping others
10. Creativity
11. Immediate pleasure
12. Personal & social relationships

Read over the stories that follow. They are about people and decisions. Choose what you think the person would decide under the circumstances. Write that decision in the proper space. Select from the list of needs the need you think that decision represents. If you do not find one you think fits, write in your idea of the need. When you have completed your answers turn to page 5 and compare your answers.

Example:

Susan is interested in music and has studied the violin for the past four years. She also enjoys children--babysitting with them, teaching them, playing with them. In May, she is invited to join the community chamber group for the summer. She would be paid $2 an hour. At the same time she is asked to be a recreational leader working with handicapped children. She would be paid $2 an hour for the recreational job too. She is not able to accept both invitations.

Susan decides to 1. Play in chamber group

Her needs are Creativity, recognition

Susan decides to 2. Work with handicapped children

Her needs are Helping others, opinion of others

EXERCISE ANSWERS TO BE WRITTEN ON FORM B

## EXERCISE ANSWERS TO BE WRITTEN ON FORM B

1. John is very anxious to earn money to go to trade school. He has an opportunity to work for a neighbor and earn $30 this weekend. The work will be hard. His friends Sam and Fred are going to the beach for two days and have invited John to go. His friends tell him he can work for the rest of his life and shouldn't miss this chance for some fun.

   John decides to ______________________________

   His needs are ________________________________

2. Joe is one of the top auto mechanic students in his class. He has been selected from a group of 25 boys to attend a General Motors training school this summer for no pay. He also has been offered a job with the opportunity to earn a rather large sum of money. The job offer is not mechanical. His lifetime ambition has been to work in the mechanics field.

   Joe decides to _______________________________

   His needs are ________________________________

3. Jean has been selected to be a cheerleader for the coming school year. It will be her senior year. During the summer she has gotten a job. She likes her work very much and has been offered part-time employment during the school year. The work will interfere with her cheerleading. She cannot do both.

   Jean decides to ______________________________

   Her needs are ________________________________

4. Jane is working 15 hours per week in a department store. She loves her work and the people she works with. Her employer is a fine person and they have an excellent working relationship. She has been offered another job for 25¢ per hour more than she is presently making. After talking to the people at the new job offer, she does not think she would enjoy her work or the fellowship nearly as well. She must make a decision.

   Jane decides to ______________________________

   Her needs are ________________________________

Answers to stories listed on page 5.

Answers to stories on page 4.

| | | |
|---|---|---|
| 1. | John decides to | work for neighbor |
| | His needs are | education, money, responsibility |
| | John decides to | go to the beach |
| | His needs are | opinion of others, immediate pleasure |
| 2. | Joe decides to | go to General Motors |
| | His needs are | education, responsibility |
| | Joe decides to | work |
| | His needs are | money, independence |
| 3. | Jean decides to | be a cheerleader |
| | Her needs are | prestige and recognition, creativity |
| | Jean decides to | continue her job |
| | Her needs are | money, responsibility |
| 4. | Jane decides to | keep her present job |
| | Her needs are | personal and social relationships,<br>independence |
| | Jane decides to | take the new job |
| | Her needs are | money |

## III. Independent Activity

Activity Instructions:

People very often wonder, how did he get his job and the promotions he's received? Why did he get promoted and others passed by? Individual needs and values differ. This activity is an attempt to get different points of view. This can only be effective if you interview people with at least some of the listed characteristics. Seek assistance in selecting the students you interview. Answer all the questions on the interview form page. Try to visualize yourself in the person you are interviewing. How would you answer the questions; compare your needs, etc.?

(Write your answers and return them to your instructor.)

A. Interview two students you know who are working and have some or all of the following characteristics:

1. Smiles easily
2. Willing to change his ideas, dress, behavior when appropriate
3. Able to see the other person's point of view
4. Almost never complains
5. Accepts responsibility for mistakes
6. Seldom criticizes others
7. Considers what is good for or helpful to others
8. When talking with another person, looks him in the eye--but does not try to stare him down
9. Respects the ideas and opinion of others
10. Never makes excuses
11. Has a variety of interests

USE FORM C TO COMPLETE INTERVIEW

B. Interview two students you know who are working and have some or all of the following characteristics:

1. Rarely smiles
2. Unwilling to change
3. Unable to see the other person's point of view
4. Complains about nearly everything
5. Blames others for own mistakes or shortcomings
6. Very critical of others
7. Thinks only of himself, "What's in it for me?"
8. Unwilling or unable to look the other person in the eye
9. Tries to force his ideas and opinion on others
10. Often makes excuses
11. Few interests, is often bored

USE FORM D TO COMPLETE INTERVIEW

IV. Small group activity (10-20) students

This activity to be completed where program provides time and leadership for small group participation. Omit if LAP is completely on independent basis.

A. Create a situation in which someone's needs or values are involved and have student "role play" how they would handle the situation as a counselor.

Example: Sara, 18, is a waitress. She works in a restaurant known for its fine food and excellent service. She dresses neatly and is always well groomed. She has a good memory and never makes mistakes on orders. Her arithmetic is always correct on customer's checks. However, Sara does not smile easily. This, even though she is a good worker, makes her less popular with the customers; and her tips usually amount to less than that received by the other girls. The busiest day of the year for the restaurant where Sara works is Mother's Day. Every girl is expected to work on that day. However, Sara wanted to visit her own mother in Chicago on Mother's Day--so she begged the restaurant manager to let her off on the busiest day of the year. Although the manager gave Sara the day off, he and the other waitresses felt that Sara had let them down. Everyone else had to work that much harder. The manager is thinking of firing Sara because she can't get along with the other employees and is irritable toward the customers.

Sara is an intelligent girl and a good worker, yet she might be fired. Can she do anything which will save her job? As a counselor please advise her.

V. The following activity is to assist you in placing needs in order of importance. Check each item below in one of the three spaces to show how important it is to you.

USE FORM E TO COMPLETE THIS ACTIVITY

| At the age I am now: | Most Important | Somewhat Important | Least Important |
|---|---|---|---|
| 1. Get along with friends and be popular | | | |
| 2. Have good clothes | | | |
| 3. Be a top student | | | |
| 4. Accomplish what my parents expect | | | |
| 5. Be a good athlete | | | |
| 6. Be independent | | | |
| 7. Work for a future | | | |
| 8. Help others | | | |
| 9. Express myself in a creative way | | | |
| 10. Be responsible | | | |
| 11. Have money | | | |
| 12. Immediate pleasure | | | |
| 13. Contribute to society | | | |
| 14. Have fun time to myself | | | |
| 15. To be the boss | | | |

VI. Independent activity

A. Interview two retired people

1. How has your life changed since retirement?
2. What do you miss most?

USE INTERVIEW FORM F TO COMPLETE INTERVIEW

In a small group discuss your findings (if time and instructor available).

## Post Test

No post test

## Post-Activity

List ten (10) of man's basic needs for personal fulfillment in the order of importance to you.

USE FORM G

PRE-ACTIVITY FORM A

| Ten of Man's Needs | Possible to be Fulfilled by Work |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Student Name ______________________________

Return this form to the person in charge of administering the Learning Activity Package.

## II. INDEPENDENT ACTIVITY:

### FORM B

1. John decides to ______________________________

   His needs are ______________________________

2. Joe decides to ______________________________

   His needs are ______________________________

3. Jean decides to ______________________________

   Her needs are ______________________________

4. Jane decides to ______________________________

   Her needs are ______________________________

Student Name ______________________________

Return this form to the person in charge of administering the Learning Activity Package.

III. INDEPENDENT ACTIVITY (A):

## FORM C

1. How did you get your job?

2. How long have you worked at your present job?

3. What do you like most about your job?

4. What do you dislike most about your job?

5. How do fellow employees react to you?

6. How does your employer react toward you?

7. Any other information that might be helpful.

Student Name ______________________________

Return this form to the person in charge of administering the Learning Activity Package.

## III. INDEPENDENT ACTIVITY (B):

### FORM D

1. How did you get your job?

2. How long have you worked at your present job?

3. What do you like most about your job?

4. What do you dislike most about your job?

5. How do fellow employees react to you?

6. How does your employer react toward you?

7. Any other information that might be helpful.

Student Name ______________________________

Return this form to the person in charge of administering the Learning Activity Package.

V. ACTIVITY:

## FORM E

| At the age I am now: | Most Important | Somewhat Important | Least Important |
|---|---|---|---|
| 1. Get along with friends and be popular | | | |
| 2. Have good clothes | | | |
| 3. Be a top student | | | |
| 4. Accomplish what my parents expect | | | |
| 5. Be a good athlete | | | |
| 6. Be independent | | | |
| 7. Work for a future | | | |
| 8. Help others | | | |
| 9. Express myself in a creative way | | | |
| 10. Be responsible | | | |
| 11. Have money | | | |
| 12. Immediate pleasure | | | |
| 13. Contribute to society | | | |
| 14. Have fun time to myself | | | |
| 15. To be the boss | | | |

Student Name ________________________________

Return this form to the person in charge of administering the Learning Activity Package.

VI INDEPENDENT ACTIVITY:

## FORM F

1. How has your life changed since retirement?

2. What do you miss most?

Student Name ______________________________________

Return this form to the person in charge of administering the Learning Activity Package.

POST ACTIVITY

## FORM G

| Ten of Man's Needs | Possible to be Fulfilled by Work |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

This LAP was to assist you in determining your individual needs and arranging them in order of importance. Compare your pre-LAP list (Form A) and your post-LAP list (Form G). Are they different? ____

Do you have a better understanding of needs and their role in your decision making? ____ or ____
Yes No

Student Name ______________________________

Return this form to the person in charge of administering the Learning Activity Package.

This is not a complete list but is meant to be used as a guide for forming a list.

List of man's basic needs or values:[1]

1. Recognition and Approbation. The need to have one's self, one's works, and other things associated with one's self known and approved by others.

2. Affection and Interpersonal Relationships. The need to have a feeling of acceptance by and belongingness with other people. The need to have people with whom to form these effective relationships.

3. Mastery and Achievement. The need to perform satisfactorily according to one's own standards. The need to perform well in accordance with the self-perception of one's abilities.

4. Dominance. The need to have power and control of others.

5. Social Welfare. The need to help others, and to have one's efforts result in benefits to others.

6. Self-expression. The need to have one's behavior consistent with one's self-concept.

7. Socioeconomic Status. The need to maintain one's self and one's family in accordance with certain group standards with respect to material matters.

8. Moral Value Scheme. The need to have one's behavior consistent with some moral code or structure.

9. Dependence. The need to be controlled by others. Dislike of responsibility for one's own behavior.

10. Creativity and Challenge. The need for meeting new problems requiring initiative and inventiveness, and for producing new and original works.

11. Economic Security. The need to feel assured of a continuing income. Unwillingness to "take a chance" in any financial matters.

12. Independence. The need to direct one's own behavior rather than to be subject to the direction of others.

---

[1] Schaffer, R. H.: Job Satisfaction as Related to Need Satisfaction in Work, Psychological Monographs, No. 364, 1953, page 1.

LAP Prepared By: Harry Krall

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________________

Type of Work Experienc Education: VOCATIONAL

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.2 Prepare a list of your personal needs for self-fulfillment in order of importance to you at the present time. Project your basic needs five years from now. Explain any differences in the lists. If there are no differences give reasons why there are none.

## NOTE TO THE STUDENT

By the time you complete this LAP you will:

1. Have a better understanding of the life styles of 22, 23 and 24 year olds.
2. Have knowledge to help project your needs five years from now.

## RATIONALE

This LAP is designed to help you realize needs change as you mature and go through life.

## DIRECTIONS

This LAP is to be completed by students enrolled in vocational work experience. All students are to complete the pre-activity and discuss their results with LAP administrator before continuing other activities. Each activity is preceded by instructions for completion.

# PRE-ACTIVITY

A. Prepare a list of your personal needs for self-fulfillment in order of importance to you at the present time. (If you completed this assignment in LAP 2.1.1, request a copy from the person in charge of administering the LAPs.)

Use Form A on page 14 to complete this activity.

B. Prepare a list of ten of your basic needs as you would project them to be five years from now.

Use Form B on page 15 to complete this activity.

## NOTE TO LAP ADMINISTRATOR

If a student found this to be an easy assignment and their list includes ten projected needs and makes sense, they may skip Activities 2, 3 and 4, and only complete Activities 1 and 5 and the Post Activity.

If a student found this to be a rather difficult assignment, they may skip Activities 2 and 3, and complete 1, 4 and 5, and the Post Activity.

If a student found this to be an extremely difficult assignment, they should complete all the activities.

I. The following charts are to help you understand the marital status, education and financial situations of people about five (5) years older than yourself. Please read each chart and answer the questions.

Write your answers on Forms C, D and E on page 16.

| MARRIAGE STATISTICS | Men | | Women | |
|---|---|---|---|---|
| Age | White | Non-White | White | Non-White |
| 17 yrs. old | 1.3% | 2.3% | 10.6% | 13.5% |
| 19 yrs. old | 10.0% | 10.6% | 35.7% | 34.1% |
| 21 yrs. old | 45.0% | 40.6% | 72.5% | 61.6% |
| 24 yrs. old | 66.5% | 60.3% | 85.8% | 78.7% |

Read the chart and list the percentage of chance of your being married at the following ages: (Use Form C to complete this activity.)

17 yrs. old______________

19 yrs. old______________

21 yrs. old______________

24 yrs. old_______________

EDUCATION

The 1971 World Almanac lists education in California in the following way:

| | |
|---|---|
| Completed 0 to 8th grade | 16.0% |
| Completed 1 - 3 years of high school | 16.2% |
| Completed 4 years of high school | 36.7% |
| Completed 1 - 3 years of college | 17.3% |
| Completed 4 years of college | 13.7% |

What is the total percentage of all people in California who have completed at least four years of high school? (Use Form D to complete this activity.)

Use Form E on page 16 to complete this activity.

The following chart lists the average incomes for families from ages 14-24 years old:

| | |
|---|---|
| Under $1,000 per year | 3.2% |
| $1,000 to $1,500 per year | 3.4% |
| $1,500 to $2,000 per year | 3.4% |
| $2,000 to $2,500 per year | 3.4% |
| $2,500 to $3,000 per year | 2.8% |
| $3,000 to $3,500 per year | 3.1% |
| $3,500 to $4,000 per year | 3.1% |
| $4,000 to $5,000 per year | 5.7% |
| $5,000 to $6,000 per year | 6.0% |
| $6,000 to $7,000 per year | 6.4% |
| $7,000 to $8,000 per year | 6.8% |
| $8,000 to $9,000 per year | 6.7% |
| $9,000 to $10,000 per year | 6.2% |
| $10,000 to $12,000 per year | 11.3% |
| $12,000 to $15,000 per year | 11.8% |
| $15,000 to $25,000 per year | 13.4% |
| Over $25,000 per year | 3.2% |

Where do you see yourself in this chart?

Use Form F on page 17 to complete this activity.

II. The following activity is to assist you in placing your needs in order of importance as they might be five years from now. Check each item in one of the three spaces to show how important it is to you.

| Five Years from now I think the following will be important: | Most Important | Somewhat Important | Least Important |
|---|---|---|---|
| 1. Have good friends | | | |
| 2. Have good clothes | | | |
| 3. Make a name for myself in my career | | | |
| 4. Contribute to society | | | |
| 5. Make lots of money so I can have a fine home, car, etc. | | | |
| 6. Get married and have a nice family | | | |
| 7. Express myself in a creative way | | | |
| 8. Have free time to myself | | | |
| 9. Be my own boss | | | |
| 10. Help others | | | |
| 11. Completed some advance education | | | |
| 12. Have established a life goal | | | |
| 13. Be happy in my work | | | |
| 14. Be trusted by others | | | |
| 15. Be respected by others | | | |

III A. People usually participate in activities to fulfill some need. Try completing the following chart to see what it says about your needs. Remember what you did last Saturday and Sunday. Fill in the chart from what you remember, stating the specific activities that took your time.

Use Form G on page 18 to complete this activity.

| SATURDAY | SUNDAY |
|---|---|
| 8 - 9 | |
| 9 - 10 | |
| 10 - 11 | |
| 11 - 12 | |
| 12 - 1 | |
| 1 - 2 | |
| 2 - 3 | |
| 3 - 4 | |
| 4 - 5 | |
| 5 - 6 | |
| 6 - 7 | |
| 7 - 8 | |
| 8 - 9 | |
| 9 - 10 | |
| 10 - 11 | |
| 11 - 12 | |

List three needs that were met by how you spent your time those two days:

1. ______________________________

2. ______________________________

3. ______________________________

III B. Using the information you acquired in Activities I and II, project five years from now and construct how you think you might spend a Saturday and Sunday.

Use Form H on page 19 to complete this activity.

| SATURDAY | SUNDAY |
|---|---|
| 8 - 9 | |
| 9 - 10 | |
| 10 - 11 | |
| 11 - 12 | |
| 12 - 1 | |
| 1 - 2 | |
| 2 - 3 | |
| 3 - 4 | |
| 4 - 5 | |
| 5 - 6 | |
| 6 - 7 | |
| 7 - 8 | |
| 8 - 9 | |
| 9 - 10 | |
| 10 - 11 | |
| 11 - 12 | |

IV. The following activity shows how needs aid in decision making. There is no right or wrong answer; your individual needs determine your choice. The activity is to provide you with information as to your need structure.

Listed below are some typical needs of both adults and teenagers. They are based on what a group of teenagers have said are typical needs. There are probably others that you feel are important.

1. Independence
2. Money
3. Education
4. Responsibility
5. Family
6. Honesty
7. Opinion of others
8. Prestige and recognition
9. Helping others
10. Creativity
11. Immediate pleasure
12. Personal and social relationships

Read over the stories that follow. They are about people and decisions. Choose what you think the person would decide under the circumstances. Write that decision in the proper space. Select from the list of needs the need you think that decision represents. If you do not find one you think fits, write in your idea of the need. When you have completed your answers, turn to page 10 and compare your answers.

Example:

Mr. Slagel is production editor at Straightforth Publications, Inc. He is making $18,000 a year, enjoying the chance to write, use his creative ideas, and see some of them developed. His oldest son will be entering college next September, which will be a drain on the family finances. There are four other children in the family. He is called into the president's office and offered the job of assistant vice-president at a salary of $30,000 a year. He would be handling financial accounts, personnel problems and sales. There would not be time for creative work and the parts of his job he enjoys.

Mr. Slagel decides to 1. Become assistant vice-president

His needs are Money, prestige and recognition

Mr. Slagel decides to 2. Stay in present job

His needs are Creativity

Exercise answers to be written on Form I on page 20.

1. Frank is 23 years old and married. He has been on his present job 2½ years. His job offers him the opportunity to be his own boss as he is leasing a service station. He makes about $500 per month and is very happy in his work. His wife is expecting their first child in two months. An oil company has offered him a new job starting at $650 per month. He will work in plant on a regular hour basis. There is a chance for a promotion after a training period. He will not be his own boss on the new job.

   Frank decides to ______________________________

   His needs are ______________________________

2. Sally is 21 years old. She has been going with Jim for about two years. He has asked her to marry him. Her job as an airline stewardess requires her to be single. Jim has a fine job and good future, however, Sally will have to work for a couple of years after marriage. If they wait one more year for marriage Sally would not have to work.

   Sally decides to ______________________________

   Her needs are ______________________________

3. Fred is 22 years old. He has just returned from three years in the service. In the service he received some training in electronics. The third week after being discharged he decided to seek employment. The entry level jobs in electronics are not to his liking. He is extremely restless and doesn't know whether to use his G.I. Bill and get some advance schooling or to take one of the jobs offered.

   Fred decides to ______________________________

   His needs are ______________________________

4. George is 22 years old. He married Susan one year ago. They have just found a nice small house to purchase. It is something they have talked about and looked for the past few months. Susan has employment and is doing very well. George seems to have reached a position in which there is no chance for advancement in his present job. He would like to move to another area and find new employment. Susan likes her job. George dislikes his present job.

   They decide to ______________________________

   Their needs are______________________________

Answers to stories on page 10.

| | | |
|---|---|---|
| 1. | Frank decides to | Keep his present job |
| | His needs are | Independnce, creativity |
| | Frank decides to | Take oil company offer |
| | His needs are | Money, helping others, responsibility, family |
| 2. | Sally decides to | Wait one year for marriage |
| | Her needs are | Responsibility, money, independence |
| | Sally decides to | Marry now |
| | Her needs are | Personal and social relationships, immediate pleasure |
| 3. | Fred decides to | Go to school |
| | His needs are | Responsibility, education |
| | Fred decides to | Take a job offer |
| | His needs are | Money, independence |
| 4. | They decide to | Buy the house and stay where they are |
| | Their needs are | Immediate pleasure |
| | They decide to | Quit their jobs and move |
| | Their needs are | Independence, prestige and recognition |

V. Find and interview two people who have graduated and are working in the career you have chosen for yourself. These two should be 21 to 23 years of age and on their job at least two years. Interview your own sex.

1. How did you get your job?

2. What training did you need for your job?

3. Did you receive training after being hired? What kind? How long?

4. Have your needs changed in the last few years? Explain.

5. Are you married? If yes, how long? If no, are you planning marriage soon?

6. If you could go back five years what would you do different than you have done?

Use Form J on page 21 to complete interview.

## POST ACTIVITY

Now that you have completed the required activities, prepare another list of your needs as you would project them to five years from now.

Compare your two lists. Are they any different? Explain any differences. If they are the same, explain why.

Use Form K on page 22 to complete this activity.

## PRE-ACTIVITY

## FORM A

| Ten of Man's Needs | Possible to be Fulfilled by Work |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Student Name ______________________________

Return this form to the person in charge of administering the LAP.

## PRE-ACTIVITY

## FORM B

| Projected Needs Five Years From This Date | Possible to be Fulfilled by Work |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

1. I found this to be an easy assignment ____________.

2. I found this to be a rather difficult assignment ____________.

3. I found this to be an extremely difficult assignment ____________.

Please return your list to the person in charge of administering this LAP. Discuss your degree of difficulty in completing the assignment. Request your list from LAP 2.1.1 (Form A) and compare your two lists. Continue on with this LAP as instructed by the person in charge.

Student Name ______________________________

## MARRIAGE STATISTICS ACTIVITY

### FORM C

Read the chart on page 4 and list the percentage of chance of your being married at the following ages:

17 years old ______________

19 years old ______________

21 years old ______________

24 years old ______________

## EDUCATION ACTIVITY

### FORM D

Review the chart on page 4 and answer the following question:

What is the total percentage of all people in California who have completed at least four years of high school?____________

## INCOME ACTIVITY

### FORM E

Review thechart on page 5 and answer the following question:

Where do you see yourself in this chart?

Student Name ________________________________

Please return this form to the person in charge of administering the IAP.

## II. ACTIVITY

## FORM F

| Five years from now I think the following will be important | Most Important | Somewhat Important | Least Important |
|---|---|---|---|
| 1. Have good friends | | | |
| 2. Have good clothes | | | |
| 3. Make a name for myself in my career | | | |
| 4. Contribute to society | | | |
| 5. Make lots of money so I can have a fine home, car, etc. | | | |
| 6. Get married and have a nice family | | | |
| 7. Express myself in a creative way | | | |
| 8. Have free time to myself | | | |
| 9. Be my own boss | | | |
| 10. Help others | | | |
| 11. Completed some advance education | | | |
| 12. Have established a life goal | | | |
| 13. Be happy in my work | | | |
| 14. Be trusted by others | | | |
| 15. Be respected by others | | | |

Student Name ______________________________

Return this form to the person in charge of administering the IAP.

## III A. ACTIVITY

## FORM G

| SATURDAY | SUNDAY |
|---|---|
| 8 - 9 | |
| 9 - 10 | |
| 10 - 11 | |
| 11 - 12 | |
| 12 - 1 | |
| 1 - 2 | |
| 2 - 3 | |
| 3 - 4 | |
| 4 - 5 | |
| 5 - 6 | |
| 6 - 7 | |
| 7 - 8 | |
| 8 - 9 | |
| 9 - 10 | |
| 10 - 11 | |
| 11 - 12 | |
| | |

List three needs that were met by how you spent your time those two days:

1. ______________________________

2. ______________________________

3. ______________________________

Student Name ____________________

Return this form to the person in charge of administering the LAP.

## III B. ACTIVITY

### FORM H

| SATURDAY | SUNDAY |
|---|---|
| 8 - 9 | |
| 9 - 10 | |
| 10 - 11 | |
| 11 - 12 | |
| 12 - 1 | |
| 1 - 2 | |
| 2 - 3 | |
| 3 - 4 | |
| 4 - 5 | |
| 5 - 6 | |
| 6 - 7 | |
| 7 - 8 | |
| 8 - 9 | |
| 9 - 10 | |
| 10 - 11 | |
| 11 - 12 | |
| | |

Student Name ______________________________

Return this form to the person in charge of administering the LAP.

## FORM I

Read the exercises on page 10 and answer as you would react if you were the person involved in the decision making.

1. Frank decides to ______________________________

   His needs are ______________________________

2. Sally decides to ______________________________

   Her needs are ______________________________

3. Fred decides to ______________________________

   His needs are ______________________________

4. They decide to ______________________________

   Their needs to ______________________________

Student Name ______________________

Return this form to the person in charge of administering the IAP.

## V. ACTIVITY

## FORM J

1. How did you get your job?

2. What training did you need for your job?

3. Did you receive training after being hired?

   What kind?

   How long?

4. Have your needs changed in the last few years? Explain.

5. Are you married? If yes, how long?

   If no, are you planning marriage soon?

6. If you could go back five years, what would you do different than you have done?

Student Name ______________________________

Return this form to the person in charge of administering the IAP.

## POST ACTIVITY

## FORM K

| Projected needs five years from this date | Possible to be Fulfilled by Work |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Compare your two lists. Are they any different? ______Explain the differnece.

If they are the same explain why.

After completing the activities in the LAP, I found the post activity to be:

1. An easy assignment________
2. An easier assignment______
3. A rather difficult assignment_______
4. A very different assignment_________

Student Name ____________________________

Return this form to the person in charge of administering the LAP.

LAP Prepared By: Robert J. Menke

## WORK EXPERIENCE EDUCATION
## LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.2 Prepare a list of your personal needs for self-fulfillment in order of importance to you at the present time. Project your basic needs five years from now. Explain any differences in the lists. If there are no differences, give reasons why there are none.

### NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List your personal needs for self-fulfillment in order of importance now and five years from now.
2. Analyze how your needs for self-fulfillment change.

### RATIONALE

This LAP is designed to help you identify your personal needs for self-fulfillment now and determine if they will be the same five years from now.

### DIRECTIONS

In this LAP you will analyze your own personal needs for personal fulfillment now and five years from now; and analyze the personal fulfillment needs of students, fellow employees, and adults by using survey sheets.

## PRE-TEST

INSTRUCTIONS: This Pre-Test is to measure your understanding of the ideas expressed in the Performance Objective 2.1.2 in this Learning Activity Package.

Write your answers to the Pre-Test on Page 2 in the spaces provided. If the answers are complete and accurate to the satisfaction of your instructor, you may proceed to the next Performance Objective 2.1.3.

1. Define:

   a. Self-fulfillment ______________________________

   b. Tangible ______________________________

2. What are tangible needs? ______________________________

3. What are intangible needs? ______________________________

4. What are five of your tangible needs for self-fulfillment?

5. What are five of your intangible personal needs for self-fulfillment?

6. List the tangible personal needs for self-fulfillment that you have today that will be the same five years from now.

______________________________________________

______________________________________________

______________________________________________

7. List the tangible needs for self-fulfillment that you will need five years from now but do not need today.

______________________________________________

______________________________________________

______________________________________________

8. List the intangible personal needs for self-fulfillment that you have today that will be the same five years from now.

______________________________________________

______________________________________________

______________________________________________

9. List the intangible personal needs for self-fulfillment that you will need five years from now but do not need today.

______________________________________________

______________________________________________

______________________________________________

If you are unable to answer all of the questions in the Pre-Test, (do not become alarmed), do as well as you can and turn your answers in to your instructor. Then, become involved and turn to the Learning Activity Package on the following pages.

# PRE-TEST (Scoring Key)

(These are guidelines to acceptable answers)

1. a. Fulfillment of one's aspirations, hopes, etc., through one's own efforts.

   b. That can be touched; that can be felt by touch; material things.

   c. That cannot be touched; that cannot be grasped; something intangible, as good will or a similar asset.

2. Food, shelter, clothing, auto, money, etc.

3. Happiness, honesty, enthusiasm, interest, satisfaction, positive work attitude, industriousness, etc.

4. Self-explanatory (Refer to No. 2 above)

5. Self-explanatory (Refer to No. 3 above)

6. Self-explanatory

7. Self-explanatory

8. Self-explanatory

9. Self-explanatory

## LEARNING ACTIVITIES AND RESOURCES

Instructions: Activity 1 is required. In addition, you may choose two of the remaining three activities.

ACTIVITY 1

1. List at least fifteen of your personal needs for self-fulfillment* at the present time.

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

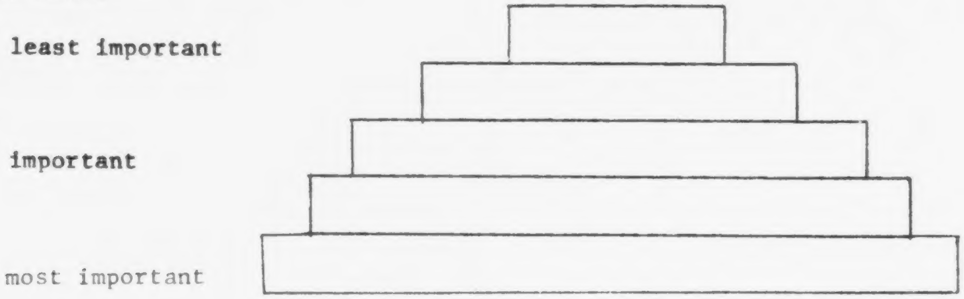
2. Place the needs listed (in No. 1 above) under either one of the following headings:

| Tangible Needs | Intangible Needs |
|---|---|
| (Material things that can be touched.) | (Something that cannot be touched. i.e., good will, enthusiasm, etc.) |
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |
| ______________ | ______________ |

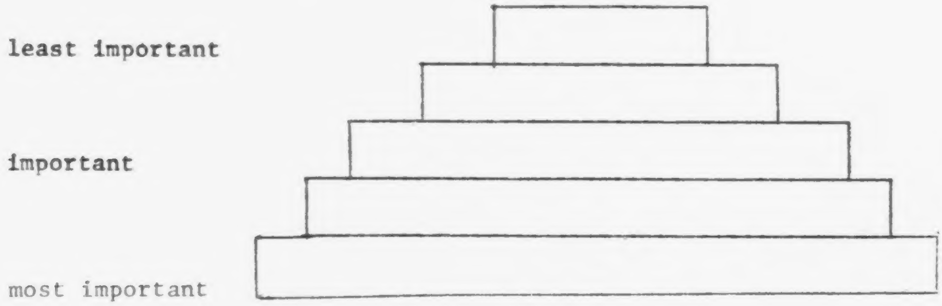
---

*Personal needs for self-fulfillment, i.e., sense of accomplishment, desire to succeed, positive work attitude, etc.

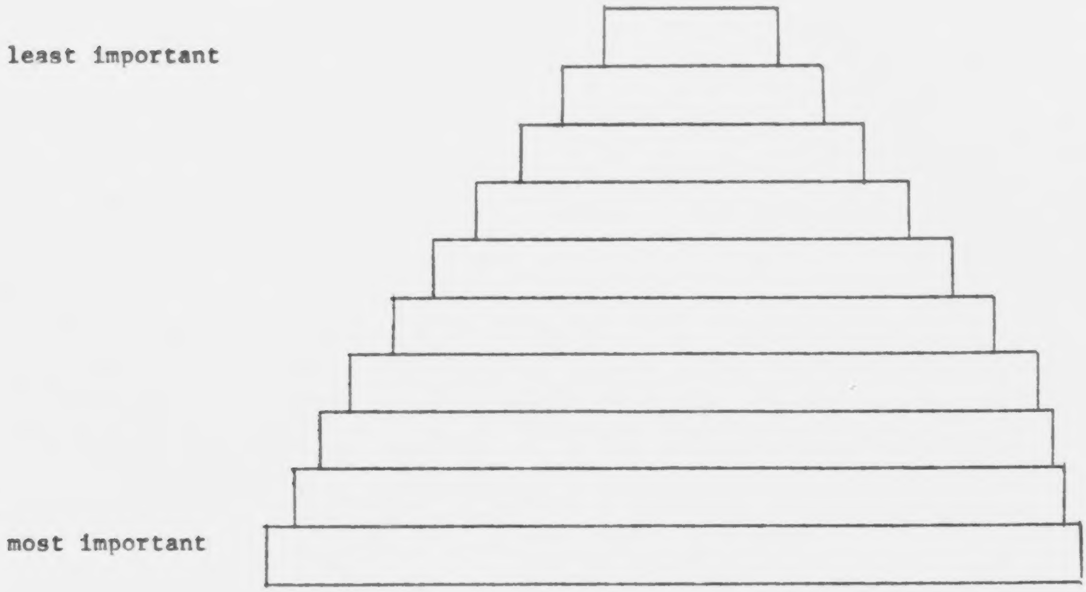
3. Place five needs listed under "Tangible Needs" (in No. 2 above) in the spaces below. Note that the bottom space is for your most important tangible need and the top space is for your least important tangible need.


least important
important
most important

4. Place five needs listed under "Intangible Needs" (in No. 2 above) in the spaces below. Note that the bottom space is for your most important intangible need and the top space is for your least important intangible need.


least important
important
most important

5. Take your needs from the spaces in No. 3 and No. 4 and place them in the spaces below and rank them in order of importance to you.


least important
most important

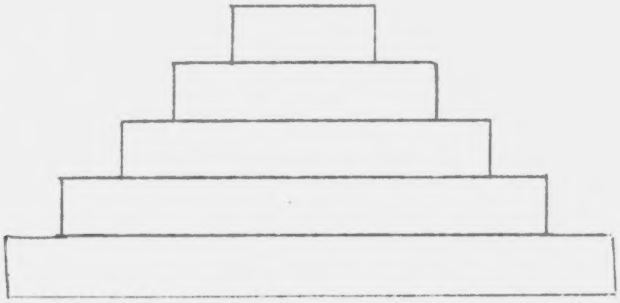
Your Present Needs

6. The year is five years from now and you are five years older. List at least fifteen of your personal needs for self-fulfillment.

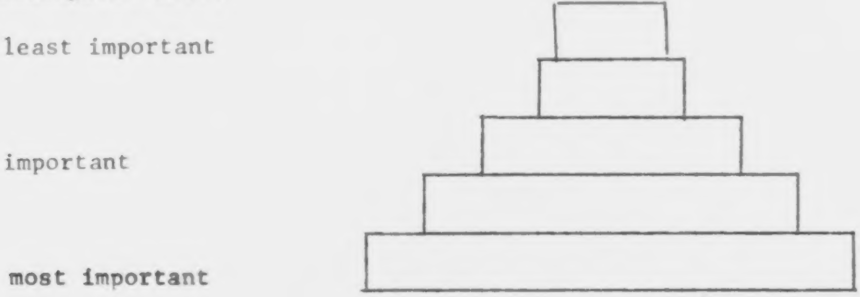
7. Place the needs listed in No. 6 above under one of the following headings:

| Tangible Needs | Intangible Needs |
|---|---|
| ____________ | ____________ |
| ____________ | ____________ |
| ____________ | ____________ |
| ____________ | ____________ |
| ____________ | ____________ |
| ____________ | ____________ |
| ____________ | ____________ |
| ____________ | ____________ |

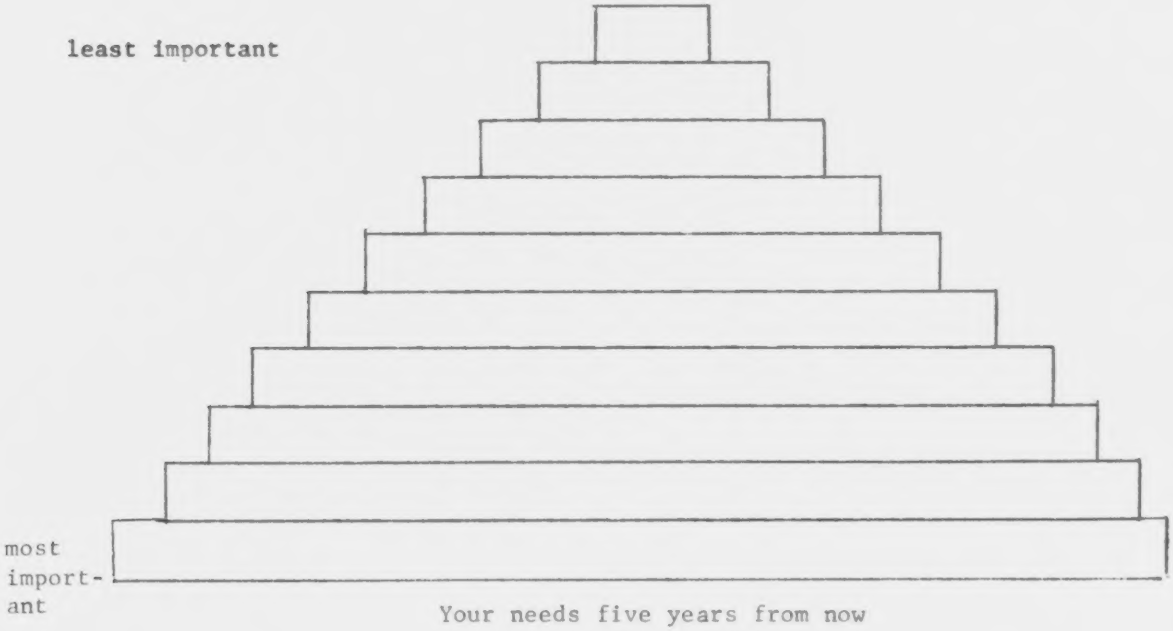
8. Place five words listed under "Tangible Needs" (in No. 7 above) in the spaces below. Note that the bottom space is for your most important tangible need and the top space is for your least important tangible need.


least important
important
most important

9. Place five words listed under "Intangible Needs" (in No. 7 above) in the spaces below. Note that the bottom space is for your most important intangible need and the top space is for your least important intangible need.


least important
important
most important

10. Take your needs from the spaces in No. 8 and No. 9 and place them in the spaces below and rank them in order of importance to you.


least important
most
import-
ant

Your needs five years from now

11. Compare the order of your personal needs for self-fulfillment for the present (as listed in No. 5) with those for five years from now (as listed in No. 10). Explain any differences in the list. If there are no differences, give reasons why there are none.

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 1

In this activity, you will analyze the personal needs for self-fulfillment of your fellow students.

1. Administer the following "Student Survey Sheet" (on page 12) to a Vocational class in your school at your same grade level. (If you are in the 12th grade, administer to a 12th grade class.) See your Work Experience Education Coordinator for assistance in duplicating enough copies of this Student Survey Sheet for each member of the class.

    a. Before administering the survey to the students, explain the meanings of the words tangible, intangible, and self-fulfillment to the students.

2. Collect the completed "Student Survey Sheets" from the Vocational class and your list and rank the students' answers in each of the below categories using the worksheets provided on pages 13 and 14.

    a. The tangible personal needs for self-fulfillment for the present and five years from now.

    b. The intangible personal needs for self-fulfillment for the present and five years from now.

3. Using the worksheet on page 15, compare the above results with your own personal needs now (refer to Number 5 in Activity One, Page 7) and five years from now (refer to Number 10 in Activity One, Page 9).

    a. Explain any differences now.

    b. Explain any differences for five years from now.

    c. If no difference, give reasons why you think there are none.

## Student Survey Sheet

Age ______________________

Grade Level ________________

Class ____________________

1. Please list in the columns below the five TANGIBLE personal needs for self-fulfillment for the present and five tangible personal needs for self-fulfillment five years from now. Rank in order of most important to least important.

| Present Needs | | Five Years from Now |
|---|---|---|
| 1. ____________________ | (Most important) | 1. ____________________ |
| 2. ____________________ | | 2. ____________________ |
| 3. ____________________ | | 3. ____________________ |
| 4. ____________________ | (Least important) | 4. ____________________ |
| 5. ____________________ | | 5. ____________________ |

2. Please list in the columns below, the five INTANGIBLE personal needs for self-fulfillment and five intangible personal needs for self-fulfillment five years from now. Rank in order of most important to least important.

| Present Needs | | Five Years from Now |
|---|---|---|
| 1. ____________________ | (Most important) | 1. ____________________ |
| 2. ____________________ | | 2. ____________________ |
| 3. ____________________ | | 3. ____________________ |
| 4. ____________________ | | 4. ____________________ |
| 5. ____________________ | (Least important) | 5. ____________________ |

## Student Survey Sheet

(This is your work sheet)

### Tangible Needs

| Present | Five years from Now |
|---|---|
| 1.________________ | 1.________________ |
| 2.________________ | 2.________________ |
| 3.________________ | 3.________________ |
| 4.________________ | 4.________________ |
| 5.________________ | 5.________________ |
| 6.________________ | 6.________________ |
| 7.________________ | 7.________________ |
| 8.________________ | 8.________________ |
| 9.________________ | 9.________________ |
| 10.________________ | 10.________________ |

## Student Survey Sheet

(This is your work sheet)

### Intangible Needs

| Present | Five years from Now |
|---|---|
| 1.____________________ | 1.____________________ |
| 2.____________________ | 2.____________________ |
| 3.____________________ | 3.____________________ |
| 4.____________________ | 4.____________________ |
| 5.____________________ | 5.____________________ |
| 6.____________________ | 6.____________________ |
| 7.____________________ | 7.____________________ |
| 8.____________________ | 8.____________________ |
| 9.____________________ | 9.____________________ |
| 10.____________________ | 10.____________________ |

Comparison of Student Survey Sheet (students' needs for self-fulfillment) and your own personal needs for self-fulfillment.

a. Explain the differences for the present:

b. Explain any difference for five years from now:

c. If no differences, give reasons why:

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 3

In this activity, you will analyze the personal needs for self-fulfillment with five employees at your career station.

1. Administer the following "Employee Survey Sheet" (Page 17) to five employees at your career station who are 21 years of age or older. (Before administering the survey to the employees, explain your meaning of tangible, intangible, and self-fulfillment.)

2. Collect the five "Employee Survey Sheets" list and rank the answers in each of the below categories:
   a. a. The tangible personal needs for self-fulfillment for the present and five years ago.
   b. The intangible personal needs for self-fulfillment for the present and five years ago.

3. Compare the employee's tangible and intangible needs of five years ago with your present tangible and intangible needs. (Refer to Number 5 in Activity One, Page 7).

   Are there any differences? Explain.

   If there are no differences, give reasons why there are none.

4. Compare the employee's tangible and intangible present needs with your tangible and intangible needs five years from now. (Refer to Number 10 in Activity One, Page 9).

   Are there any differences? Explain.

   If there are no differences, give reasons why there are none.

## Employee Survey Sheet

Age: 20 years - 30 years

30 years - 40 years

40 years - 50 years

Sex ______________________________

Occupation ______________________________

1. Please list in the columns below five tangible personal needs for self-fulfillment for the present and five TANGIBLE personal needs for self-fulfillment five years ago. Rank in order of most important to least important.

| Present Needs | | Five Years Ago |
|---|---|---|
| 1. ______________________ | (Most important) | 1. ______________________ |
| 2. ______________________ | | 2. ______________________ |
| 3. ______________________ | | 3. ______________________ |
| 4. ______________________ | | 4. ______________________ |
| 5. ______________________ | (Least important) | 5. ______________________ |

2. Please list in the columns below five INTANGIBLE personal needs for self-fulfillment and five intangible personal needs for self-fulfillment five years ago. Rank in order of most important to least important.

| Present Needs | | Five Years Ago |
|---|---|---|
| 1. ______________________ | (Most important) | 1. ______________________ |
| 2. ______________________ | | 2. ______________________ |
| 3. ______________________ | | 3. ______________________ |
| 4. ______________________ | | 4. ______________________ |
| 5. ______________________ | (Least important) | 5. ______________________ |

3. Compare employees' needs five years ago with your present needs.
Point out the similarities and explain the differences.

4. Compare employees' present needs with your own personal needs five years from now.

## LEARNING ACTIVITIES AND RESOURCES

### ACTIVITY 4

1. Select three adults who have, in your opinion, reached your vocational goal, and ask each one:
   a. To list for you his personal needs for self-fulfillment in order of importance at the present time.
   b. Have his personal needs for self-fulfillment changed during the five, ten, or fifteen years? How? Why?

(Adult activity sheets are included in the next three pages. Please use these to take your information.)

Adult Number One

a. Personal needs; rank in importance:

b. Have personal needs for self-fulfillment changed during the past five years? How? Why?

Have personal needs for self-fulfillment changed during the past ten years? How? Why?

Have personal needs for self-fulfillment changed during the past fifteen years? How? Why?

Adult Number Two

a. Personal needs; rank in importance:

______

______

______

______

______

______

b. Have personal needs for self-fulfillment changed during the past five years? How? Why?

______

______

______

Have personal needs for self-fulfillment changed during the past ten years? How? Why?

______

______

______

Have personal needs for self-fulfillment changed during the past fifteen years? How? Why?

______

______

______

Adult Number Three

a. Personal needs; rank in importance:

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

b. Have personal needs for self-fulfillment changed during the past five years? How? Why?

______________________________

______________________________

______________________________

Have personal needs for self-fulfillment changed during the past ten years? How? Why?

______________________________

______________________________

______________________________

Have personal needs for self-fulfillment changed during the past fifteen years? How? Why?

______________________________

______________________________

______________________________

2. What, if any, is the relationship between the successful adult's personal needs for self-fulfillment and yours at the present time?

3. Do you think your personal needs for self-fulfillment will be similar when you reach his position (age) in life?

## POST-TEST

Instructions: This Post-Test is to measure your ability to understand the ideas expressed in Performance Objective 2.1.2. Write your answers to the Post-Test in the spaces provided.

1. What does the following mean to you?

   a. Personal self-fulfillment? ____________________

   ________________________________________

   b. Tangible personal needs? ____________________

   ________________________________________

   c. Intangible personal needs? ____________________

   ________________________________________

2. Make a list of your tangible personal needs for now and a list of your tangible personal needs five years from now.

| Tangible Needs Now | Tangible Needs Five Years From Now |
|---|---|
| | |
| | |
| | |
| | |
| | |

Do they differ? ____________________

How? ____________________

Which one appears to be the most important to you now? ____________________

________________________________________

Five years from now? ____________________

________________________________________

3. Make a list of your intangible personal needs for now and a list of your intangible personal needs five years from now.

| Intangible Needs Now | Intangible Needs Five Years From Now |
|---|---|
| ______________________________ | ______________________________ |
| ______________________________ | ______________________________ |
| ______________________________ | ______________________________ |
| ______________________________ | ______________________________ |
| ______________________________ | ______________________________ |

Do they differ? ______________________________

How? ______________________________

4. Which tangible need and which intangible need appear to be most important to you now? ______________________________

______________________________

Five years from now? ______________________________

______________________________

5. Do you feel that your work at your Vocational Work Experience Education Career Station is satisfying your personal need for self-fulfillment?

______________________________

How? ______________________________

______________________________

If not, give reasons why ______________________________

______________________________

______________________________

The minimum level of acceptable performance is to be: All answers correct as determined by your Work Experience Education Coordinator.

Try the I-DEAS on page 28 -- See yourself 10 and 20 years from now!

## POST-TEST (Scoring Key)

1. a. Refer to No. 1 Pre-Test (Key)
   b. Refer to No. 1 Pre-Test (Key)
   c. Refer to No. 1 Pre-Test (Key)

2. Refer to No. 2 Pre-Test (Key)

3. Self-explanatory

4. Self-explanatory

5. Self-explanatory

## I-DEAS

1. Refer to Activity One, Number 11, Page 10.

   Using the same method of self-analysis as used in Activity One (Number 5 and Number 10), list and rank your needs for personal self-fulfillment (tangible and intangible combined) in the order of most importance and least importance that you think they will be:

   a. Ten years from now? (Your age will be _____).

   b. Twenty years from now? (Your age will be_____).

   c. Compare a and b with those items listed in Activity 1, No. 5 and No. 10. What conclusions do you draw from this analysis?

2. Identify your personal needs that appear to remain constant throughout the years and those that appear to change with maturity. Explain the reasons for this.

171

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.3 Given a questionnaire which can be used to determine how a person feels about personal fulfillment, interview at least five (5) people. From this information, list at least five (5) basic needs those interviewed have in common.

## NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Interview people by using a questionnaire.
2. List five common basic personal fulfillment needs.

## RATIONALE

This LAP is designed to help you identify the common basic personal fulfillment needs of adults.

## DIRECTIONS

In this LAP you will interview five (5) adults by using a prepared questionnaire; compile and analyze the answers: make five basic conclusions from your analysis.

# PRE-TEST

There is no Pre-Test for this Performance Objective 2.1.3. The learning and understanding of this Performance Objective will be accomplished by your performance while administering the questionnaire and the conclusions you draw from the information gathered during the interviews.

## LEARNING ACTIVITIES AND RESOURCES

Instructions: Activities 1 and 2 are required.

### ACTIVITY 1

In this activity, you will be on a "fact-gathering mission", i.e., you will administer a questionnaire to five (5) adults in the community to determine how they feel about the basic needs for personal fulfillment. The information gathered will be used in the performance of Activity 2. Turn the page for the Interview-Questionnaire that you will administer to the adults.

(Please note there are five Interview-Questionnaires enclosed for your convenience.)

## PURPOSE

In my Vocational Work Experience Education class at school, I am studying about man's basic needs for personal fulfillment and his need for productive work. One of my assignments is to interview five adults in the community (using the questionnaire below) and ask them to identify their basic needs for personal fulfillment. Your answers will assist me in identifying my own basic needs for personal fulfillment now and for the future.

Thank you for your cooperation.

________________________________
Student

________________________________
High School

## INTERVIEW QUESTIONNAIRE

Name (optional) ________________________________ Date__________

Occupation ________________________________

The following examples of basic needs and personal fulfillment are listed for your convenience; please feel free to add your own.

Basic Needs --

Food, air, water, clothing, shelter, etc.

Personal Fulfillment --

Sense of accomplishment, productive work, challenging work, satisfying work, loyalty to work, desire to succeed, awareness of responsibilities, positive work attitude, self-control, satisfying relationship with others, enthusiasm, happiness, etc.

Your complete answers are appreciated; use the back of the paper if you need more space.

1. Do you agree with the examples of basic needs listed above?

   YES NO (Circle One)

   What examples would you add or delete?

| Additions | Deletions |
|---|---|
| | |
| | |
| | |
| | |

2. Do you agree with the examples of personal fulfillment?

   YES NO (Circle One)

   What examples would you add or delete?

| Additions | Deletions |
|---|---|
| | |
| | |
| | |
| | |

3a. Please list at least five basic needs for personal fulfillment that were important to you in high school.

3b. Which one of the above was the most important? ______________________

c. Why? ______________________

4a. Please list at least five (5) basic needs for personal fulfillment that are important to you now.

______________________

______________________

______________________

b. Which one is the most important?

______________________

c. Why? ______________________

______________________

5. Is there a difference in your list of basic needs for personal fulfillment in high school (answer #3) and your list of basic needs for personal fulfillment now (answer #4)? YES NO (Circle one)

Please explain the differences.

______________________

______________________

______________________

______________________

______________________

Please explain the similarities.

Return Interview Questionnaire to:

________________________________ Student

## LEARNING ACTIVITIES AND RESOURCES

### ACTIVITY 2

In this activity, you will compile the basic needs for self-fulfillment that the five adults interviewed have in common.

1. After you have administered and collected the Interview-Questionnaires enclosed in Activity 1, tally the results. Then record the basic needs for personal fulfillment that the adults listed on the two lists below.

Basic Needs for Personal Fulfillment

| High School | Now |
|---|---|
| 1. ____________ | 1. ____________ |
| 2. ____________ | 2. ____________ |
| 3. ____________ | 3. ____________ |
| 4. ____________ | 4. ____________ |
| 5. ____________ | 5. ____________ |
| 6. ____________ | 6. ____________ |
| 7. ____________ | 7. ____________ |
| 8. ____________ | 8. ____________ |
| 9. ____________ | 9. ____________ |
| 10. ____________ | 10. ____________ |
| 11. ____________ | 11. ____________ |
| 12. ____________ | 12. ____________ |
| 13. ____________ | 13. ____________ |
| 14. ____________ | 14. ____________ |
| 15. ____________ | 15. ____________ |

2. List the five most common basic needs for personal fulfillment from the lists in #1.

Basic Needs for Personal Fulfillment

| High School | Now |
|---|---|
| 1. ____________________ | 1. ____________________ |
| 2. ____________________ | 2. ____________________ |
| 3. ____________________ | 3. ____________________ |
| 4. ____________________ | 4. ____________________ |
| 5. ____________________ | 5. ____________________ |

3. List your own basic needs for personal fulfillment.

Basic Needs for Personal Fulfillment

| High School | Now |
|---|---|
| 1. ____________________ | 1. ____________________ |
| 2. ____________________ | 2. ____________________ |
| 3. ____________________ | 3. ____________________ |
| 4. ____________________ | 4. ____________________ |
| 5. ____________________ | 5. ____________________ |

4. Compare the differences between your list in #3 with the adults' list in #2.

______________________________________________________

______________________________________________________

Explain. ______________________________________________

______________________________________________________

5. Did you notice any differences or similarities of common basic needs for personal fulfillment and the occupation of the person interviewed? ______

Comment. ______________________________________________

______________________________________________________

______________________________________________________

# POST-TEST

Instructions: This Post-Test is to measure your ability to understand the ideas expressed in Performance Objective 2.1.3. Write your answers to the Post-Test in the spaces provided.

1. List the five basic needs for personal fulfillment that the adults interviewed have in common.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

2. List the five basic needs for personal fulfillment that are important to you. ______________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

3. Compare the common basic needs for personal fulfillment that the adults have (#1) compared to yours (#2).

______________________________________________

______________________________________________

a. What differences do you note? ______________________

______________________________________________

b. Explain. ____________________________________

______________________________________________

The minimum level of acceptable performance is to be: All answers correct as determined by your Work Experience Education Coordinator.

The I-DEAS following this Post-Test allow you to be CREATIVE - Who knows? If yours is better than ours, we may use it next year.

## POST-TEST (Scoring Key)

1. The list should compare with answer #2 in Activity 2: the terms should be similar to those listed in example on page 4.

2. Self-explanatory

3. Self-explanatory

## I-DEAS

1. (a) Construct your own Interview-Questionnaire (with instructions) that you would like to administer to adults that would enable you to accomplish the Performance Objective 2.1.3.

   (b) Record your results and compare with the results obtained in administering the Interview-Questionnaire enclosed in Activity 1.

   (c) Draw Conclusions:

      1. between results of the different questionnaires.

      2. relationship of answers obtained to questions asked, i.e., Does the type of questionnaire or questions influence the results obtained and conclusions drawn?

         Explain.

LAP Prepared By: Robert J. Menke

# WORK EXPERIENCE EDUCATION
# LEARNING ACTIVITY PACKAGE #________________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.1 Examine the concept of man's basic need for productive work in order to achieve personal fulfillment.

Performance Objective: 2.1.4 Explain why you think productive work has such great importance to man's basic need for personal fulfillment.

## NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List the jobs you have held.
2. Identify a productive worker.
3. Realize the importance of being a productive worker.

## RATIONALE

This LAP is designed to help you identify a productive worker and discover the importance of being a productive worker to achieve personal fulfillment.

## DIRECTIONS

In this LAP you will make a chronological listing of the jobs you have held; observe productive workers; describe productive workers; interview productive workers; and identify the importance of productive work and personal fulfillment.

## PRE-TEST

INSTRUCTIONS: This Pre-Test is to measure your understanding of the ideas expressed in the Performance Objective 2.1.4 in this Learning Activity Package.

Write your answers to the Pre-Test on Page 2 in the spaces provided. If the answers are complete and accurate to the satisfaction of your instructor, you may proceed to the next Performance Objective 2.2.1.

1. What is productive work? ______________________________

______________________________________________________

2. What is a productive worker? ______________________________

______________________________________________________

3. What are man's basic needs for survival? ______________________________

______________________________________________________

4. What are man's basic needs for personal fulfillment? ______________

______________________________________________________

5. Are man's basic needs for survival and his needs for personal fulfillment related? ______________________________

Explain ______________________________

______________________________________________________

6. Explain why productive work is important to man's basic need for personal fulfillment. ______________________________

______________________________________________________

______________________________________________________

If you are unable to answer all the questions in this Pre-Test, do as well as you can and turn your answers in to your instructor. Then become involved in any one of the following three activities.

## PRE-TEST (Scoring Key)

1. The volume of work consistently done in relation to the volume required for fully proficient performance of the job.

2. A productive worker has job knowledge, work output, judgment, reliability, adaptability, perseverance, consistent quality of work, ability to think, ability to make decisions, awareness, job-planning.

3. Food, air, water, shelter, clothing

4. Sense of accomplishment, productive work, challenging work, satisfying work, loyalty to work, desire to succeed, awareness of responsibilities, positive work attitude, self-control, happiness, enthusiasm, ability to get along with others.

5. Self-explanatory

6. Self-explanatory

## LEARNING ACTIVITIES AND RESOURCES

Instructions: One of the following activities is required. You may choose to do the other two.

ACTIVITY 1

1. List the jobs you have had (paid and non-paid) in chronological order. Start with your present job.

| | Job | Employer | Location | Year<br>Month-Month |
|---|---|---|---|---|
| a. | | | | |
| b. | | | | |
| c. | | | | |
| d. | | | | |
| e. | | | | |
| f. | | | | |

2. Which job did you enjoy the most? ____________________

   Why? ____________________

   ____________________

3. Which job did you enjoy the least? ____________________

   Why? ____________________

   ____________________

4. The following characteristics are common to productive workers: job knowledge, work output, judgment, reliability, perseverance and awareness, etc.

   a. Do you feel that you have been a productive worker in your jobs?

   ____________________

   b. Was this important to you? ____________________

   Why? ____________________

   ____________________

   ____________________

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 2

1. Describe a productive worker that you have observed:

   a. at one of your job locations mentioned in Activity One

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   b. at your present career station

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   c. at school

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

   ________________________________________________

2. Identify and compile a list of characteristics common to all of the above productive workers.

3. List those characteristics which you have in common with productive workers.

4. List those characteristics of a productive worker that you should develop to add to personal fulfillment on the job.

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 3

1. Interview a supervisor at your career station and write down (in the spaces below) his feelings about the importance of productive work to the personal fulfillment of an individual.

2. Interview a person who has recently retired from a job and write down (in the spaces below) his feelings about the importance of productive work to the personal fulfillment of an individual.

3. Interview a beginning full-time employee at your career station and write down (in the spaces below) his feelings about the importance of productive work to the personal fulfillment of an individual.

4. After interviewing the three individuals above:

   a. List their common feelings about the importance of productive work to personal fulfillment.

   ______________________________________________

   ______________________________________________

   ______________________________________________

   ______________________________________________

   b. Which of their feelings are most important to your personal fulfillment?

   ______________________________________________

   ______________________________________________

   ______________________________________________

   ______________________________________________

   Explain ______________________________________

   ______________________________________________

   ______________________________________________

   ______________________________________________

   c. What did you gain from the interview? ____________

   ______________________________________________

   ______________________________________________

   ______________________________________________

## POST-TEST

Instructions: This Post-Test is to measure your ability to understand the ideas expressed in Performance Objective 2.1.4. Write your answers to the Post-Test in the spaces provided.

1. What is productive work? ____________________

2. What is a productive worker? ____________________

3. What is personal fulfillment? ____________________

4. Explain why productive work is important to man's basic need for personal fulfillment.

5. List five things that you do at your career station that make you a productive worker.

The minimum level of acceptable performance is to be: All answers correct as determined by your Work Experience Education Coordinator.

Do not overlook the I-DEAS following this Post-Test.

## POST-TEST (Scoring Key)

1. See Pre-Test Key #1

2. See Pre-Test Key #2

3. See Pre-Test Key #4

4. See Pre-Test Key #6

5. Self-explanatory

# I-DEAS

1. Cut out and attach in the spaces below three (3) articles from magazines or newspapers that illustrate that productive work is important to man's basic need for personal fulfillment (i.e., the astronauts and Apollo 15, professional football and baseball players, awards or honors bestowed upon individuals on the job, etc.)

2. List the words or ideas that are printed in the articles that are common to all of the productive workers mentioned.

3. Write a news article that could be printed in your school paper recognizing a productive worker that you have observed at your school.

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objective: 2.2.1 From your Work Experience Education Sponsor, obtain a list of the characteristics of those employees he considers satisfactory and productive workers. Analyze these expectations in terms of your own personal fulfillment on the job.

## NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify at least five characteristics of a satisfactory and productive worker at your career station.
2. Compare the characteristics of a satisfactory and productive worker at your career station with your own characteristics and expectations for personal fulfillment.
3. Identify your expectations in terms of your own personal fulfillment on the job.

## RATIONALE

This LAP is designed to help you identify the characteristics of satisfactory and productive workers at your career station and compare these characteristics with your own expectations for personal fulfillment on a job.

DIRECTIONS

In this LAP you will obtain from your Work Experience Education Sponsor a list of the characteristics of those employees he considers satisfactory and productive workers; identify and compare your characteristics for satisfactory and productive work with those of the employees at your career station; analyze your expectations for your own personal fulfillment on the job; identify one particular job that will provide you with personal fulfillment; and discuss your conclusions with your Work Experience Education Sponsor.

## PRE-TEST

INSTRUCTIONS: This Pre-Test is to measure your ability to understand the ideas expressed in the Performance Objective 2.2.1 and presented in this Learning Activity Package.

Write your answers to the Pre-Test in the spaces provided. If the answers are complete and accurate to the satisfaction of your instructor, you may proceed to Performance Objective 2.2.2.

If you are unable to answer all of the questions in the Pre-Test, do as well as you can and turn your answers in to your instructor. Then, become involved, and turn to the Learning Activities on the pages which follow.

1. Identify some characteristics of satisfactory and productive workers.

2. List your own characteristics that make you a satisfactory and productive worker.

3. Define personal fulfillment.

4. List your expectations for your personal fulfillment on a job.

5. List the characteristics that give the most personal fulfillment to satisfactory and productive workers.

______________________________________________

______________________________________________

______________________________________________

6. How is personal fulfillment related to satisfactory and productive work?

______________________________________________

______________________________________________

______________________________________________

7. Does your present career station provide you with personal fulfillment?

______________________________________________

How? __________________________________________

______________________________________________

______________________________________________

## PRE-TEST (Scoring Key)

(These are guidelines to acceptable answers.)

1. A productive worker has job knowledge, work output, judgment, reliability, adaptability, perseverance, consistant quality of work, ability to think, ability to make decisions, awareness, job planning.

2. Self-explanatory (refer to #1)

3. Personal fulfillment is a sense of accomplishment, productive work, challenging work, satisfying work, loyalty to work, desire to succeed, awareness of responsibilities, positive work attitude, self-control, happiness, enthusiasm, ability to get along with others.

4. Self-explanatory (refer to #3)

5. Self-explanatory (refer to #3)

6. Satisfactory and productive work is one of man's basic needs for personal fulfillment.

7. Self-explanatory

## LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities 1, 2, 3, and 4 are required. In addition, there are two I-DEAS which are optional.

ACTIVITY 1. This activity is designed to help you identify the characteristics of satisfactory and productive workers at your career station.

1. Ask your Work Experience Education Sponsor to describe the characteristics of those employees he considers satisfactory and productive workers.

2. Ask your Work Experience Education Sponsor if there are different characteristics of productive and satisfactory employees at various job levels. If so, identify the differences in characteristics required for various job levels.

3. Ask your Work Experience Education Sponsor to list the characteristics that give the most personal fulfillment to the satisfactory and productive worker.

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 2. This activity is designed to help you identify and compare your characteristics for satisfactory and productive work with those of the employees at your career station.

1. List your characteristics that make you a satisfactory and productive worker.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

2. Using the lists from Activity 1, (#1) and Activity 2 (#1), itemize:

(a) those characteristics which are similar.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

3. (b) those characteristics that you omitted on your list (Activity 2 (#1) and you feel that you should develop.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 3. This activity is designed to help you analyze your expectations for your own personal fulfillment on the job at your career station.

1. List your own expectations for personal fulfillment characteristics that you have developed by being a satisfactory and productive worker at your career station.

2. Using the list from Activity 1 (#3) and Activity 3 (#1), indicate:

   (a) the similar characteristics.

   (b) those characteristics that appeared on your list and did not appear on the other list.

3. Analyze the answer in 2 (b).
   (Guidelines for analysis: Are your expectations different?
   Are your goals the same?
   Are your skills and ability the same?)

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 4. This activity is designed to enable you to discuss your characteristics for satisfactory and productive work and to help you analyze your expectations for personal fulfillment at a future job at this career station.

1. Arrange a conference with your Work Experience Education Sponsor to discuss the information he provided you in Activity 1 and the conclusions you have drawn from Activity 3.

   (a) Do you feel that your expectations for personal fulfillment can be achieved at this career station during high school?

   (b) Do you feel that your expectations for personal fulfillment for your future years can be achieved at this career station?

   (c) Is there some other job at your career station that would fulfill your expectations for personal fulfillment in the future years?

# POST-TEST

INSTRUCTIONS: This Post-Test is to measure your ability to understand the ideas expressed in the Performance Objective 2.2.1 in this Learning Activity Package.

Write your answers to the Post-Test in the spaces provided. If the answers are complete and accurate to the satisfaction of your instructor, you may proceed to the next Performance Objective 2.2.2.

1. What are the characteristics of a satisfactory and productive worker?

2. What motivates you to be a productive worker?

3. Define personal fulfillment.

4. What are the predominant characteristics of personal fulfillment that you have observed of the employees at your career station?

5. How does your present career station provide you with personal fulfillment?

6. Can you identify yourself with a job at your career station that would provide you with personal fulfillment for the next five years?

________________________________________

(a) If "yes", name the job and tell what you like about the job.

________________________________________

________________________________________

________________________________________

________________________________________

(b) If your answer is "no", explain why.

________________________________________

________________________________________

________________________________________

________________________________________

If you are unable to answer all the questions in the Post-Test, do as well as you can and turn your answers in to your instructor. He will advise you as to your next assignment.

There are two I-DEAS following this Post-Test. The performance of these activities is optional.

## POST-TEST (Scoring Key)

(These are guidelines to acceptable answers.)

1. See Pre-Test Key #1
2. Self-explanatory
3. See Pre-Test Key #3
4. Self-explanatory (Refer to #3 above)
5. Self-explanatory
6. Self-explanatory

## I-DEAS

1. Identify the one particular job at your career station that would provide you with satisfaction and productive work and give you the most personal fulfillment.

______________________________________________

    (a) Why did you select this job?

    ________________________________________

    ________________________________________

    ________________________________________

    (b) List the characteristics of the person now working at this job.

    ________________________________________

    ________________________________________

    ________________________________________

    (c) Do you see yourself in that job ten years from now?

    ________________________________________

    (d) If not, where do you see yourself?

    ________________________________________

    ________________________________________

    ________________________________________

2. Identify three prominent people who you feel are satisfactory and productive workers and who have achieved the height of personal fulfillment.

______________________________________________

______________________________________________

______________________________________________

    (a) What characteristics do you have in common with one of these?

    ________________________________________

    ________________________________________

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objective: 2.2.2 Identify at least three (3) careers which would not provide you with career personal fulfillment, and give reasons why they would not.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Analyze your career interests.
2. Identify at least three (3) careers which would not provide you with career personal fulfillment.

RATIONALE

This LAP is designed to help you discover your strongest career interests and identify jobs that would not interest you.

DIRECTIONS

In this LAP you will analyze your career interests; confer and discuss with your counselor questions that concern you regarding your career interests; identify three (3) careers that do not interest you and talk to workers in these careers; and gain an understanding of the Dictionary of Occupational Titles and VIEW materials.

# PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your ability to understand the ideas expressed in the Performance Objective 2.2.2 as presented in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. What does LAP stand for?

______________________________________________

2. What does career mean to you?

______________________________________________

______________________________________________

3. What is a career station?

______________________________________________

______________________________________________

4. What is career area?

______________________________________________

______________________________________________

5. Define personal fulfillment.

______________________________________________

______________________________________________

6. Define career personal fulfillment.

______________________________________________

______________________________________________

7. Identify a career, if you have made a tentative choice.

______________________________________________

______________________________________________

8. Listed below are ten career areas. *Circle the area which includes your career goal.

   a. OUTDOOR interest means that you prefer work that keeps you outside most of the time and usually deals with animals and growing things. Forest rangers, naturalists, and farmers are among those high in outdoor interests.

   b. MECHANICAL interest means you like to work with machines and tools. Jobs in this area include automobile repairmen, watchmakers, drill press operators, and engineers.

   c. COMPUTATIONAL interest means you like to work with numbers. A high score in this area suggests that you might like such jobs as bookkeeper, accountant, or bank teller.

   d. SCIENTIFIC interest means that you like to discover new facts and solve problems. Doctors, chemists, nurses, engineers, radio repairmen, aviators, and dietitians usually have high scientific interests.

   e. PERSUASIVE interest means that you like to meet and deal with people and to promote projects or things to sell. Most actors, politicians, radio announcers, authors, salesmen, and store clerks have high persuasive interests.

   f. ARTISTIC interest means you like to do creative work with your hands. It is usually work that has "eye appeal" involving attractive design, color, and materials. Painters, sculptors, architects, dress designers, hairdressers, and interior decorators all do "artistic" work.

   g. LITERARY interest shows that you like to read and write. Literary jobs include novelist, historian, teacher, actor, news reporter, editor, drama critic, librarian, and book reviewer.

   h. MUSICAL interest shows you like going to concerts, playing instruments, singing, or reading about music and musicians.

   i. SOCIAL SERVICE interest indicates a preference for helping people. Nurses, Boy or Girl Scout leaders, vocational counselors, tutors, ministers, personnel workers, and hospital attendants spend much of their time helping other people.

   j. CLERICAL interest means you like office work that requires precision and accuracy. Jobs such as bookkeeper, accountant, file clerk, salesclerk, secretary, statistician, and traffic manager fall in this area.

9. Which of the above career areas covers your present work experience education career station?

______________________________________________

---

*Kimbrell, Grady and Ben S. Vineyard Ed.D., SUCCEEDING IN THE WORLD OF WORK. Illinois: McKnight and McKnight Publishing Company., 1970.114-115 pp.

10. Name the different jobs that you have had.

________________________________________

________________________________________

________________________________________

11. Which of these jobs helped you decide upon a future career?

________________________________________

________________________________________

________________________________________

12. Have you changed your career choice in the past two years? ______

What influenced your decision? ________________________

________________________________________

13. Identify three (3) careers that would not provide you with career personal fulfillment.

________________________________________

________________________________________

________________________________________

Explain why. ________________________________

________________________________________

________________________________________

If you cannot answer all of the questions above, proceed directly to Activity 1 or Activity 2. If you can answer all of the questions above, before becoming involved in the activities that follow, show your answers to your instructor.

If your answers to the Pre-Test are complete and clearly demonstrate that you understand the Performance Objective 2.2.2, your instructor may direct you to proceed immediately to the next Performance Objective 2.2.3.

## PRE-TEST (Scoring Key)

1. Learning Activity Package

2. "one's progress through life"; "one's advancement or achievement in a particular vocation"; "a lifework"; "profession"; "occupation".

3. A career station is the business establishment where students acquire paid or non-paid employment experience (work station, training, job, etc.)

4. Interest Inventories (Kuder, OVIC, COOP) generally divide an individual's activities into areas of interest. These areas of "interest" and "activities" are divided into the following categories: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, clerical.

5. Sense of accomplishment, productive work, challenging work, satisfying work, loyalty to work, desire to succeed, awareness of responsibilities, positive work attitude, self-control, happiness, enthusiasm, ability to get along with others.

6. A combination of answer 2 and answer 5.

7. Self-explanatory

8. Self-explanatory

9. Self-explanatory

10. Self-explanatory

11. Self-explanatory

12. Self-explanatory

13. Self-explanatory

## LEARNING ACTIVITIES AND RESOURCES

Instructions: Activities 1 or 2 and 3 are required. In addition, you may choose to do Activity 4 on pages 14 and 15, and the I-DEA on page 20.

ACTIVITY 1. This activity is designed to help you identify three (3) career areas which would not provide you with career personal fulfillment.

1. Complete the career (occupational, vocational) interest survey available through your counselor or Work Experience Education Coordinator.

2. Discuss and analyze the results of this survey and your interest profile with your counselor or Work Experience Education Coordinator.

3. In the spaces below, list the three (3) career areas of highest interest.

4. In the spaces below, list the three (3) career areas of lowest interest.

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 2. This activity is designed to help you identify three (3) career areas and jobs which would not provide you with career personal fulfillment.

1. Listed below are ten career areas with activities common to each area. Circle the three (3) areas (a, b, c, d, e, f, g, h, i, or j) that would provide you with the least career personal fulfillment.

    a. OUTDOOR interest means that you prefer work that keeps you outside most of the time and usually deals with animals and growing things. Forest rangers, naturalists, and farmers are among those high in outdoor interests.

    b. MECHANICAL interest means you like to work with machines and tools. Jobs in this area include automobile repairmen, watchmakers, drill press operators, and engineers.

    c. COMPUTATIONAL interest means you like to work with numbers. A high score in this area suggests that you might like such jobs as bookkeeper, accountant, or bank teller.

    d. SCIENTIFIC interest means that you like to discover new facts and solve problems. Doctors, chemists, nurses, engineers, radio repairmen, aviators, and dietitians usually have high scientific interests.

    e. PERSUASIVE interest means that you like to meet and deal with people and to promote projects or things to sell. Most actors, politicians, radio announcers, authors, salesmen, and store clerks have high persuasive interests.

    f. ARTISTIC interest means you like to do creative work with your hands. It is usually work that has "eye appeal" involving attractive design, color, and materials. Painters, sculptors, architects, dress designers, hairdressers, and interior decorators all do "artistic" work.

    g. LITERARY interest shows that you like to read and write. Literary jobs include novelist, historian, teacher, actor, news reporter, editor, drama critic, librarian, and book reviewer.

    h. MUSICAL interest shows you like going to concerts, playing instruments, singing, or reading about music and musicians.

    i. SOCIAL SERVICE interest indicates a preference for helping people. Nurses, Boy or Girl Scout leaders, vocational counselors, tutors, ministers, personnel workers, and hospital attendants spend much of their time helping other people.

    j. CLERICAL interest means you like office work that requires precision and accuracy. Jobs such as bookkeeper, accountant, file clerk, salesclerk, secretary, statistician, and traffic manager fall in this area.

*Kimbrell, Grady and Ben S. Vineyard Ed.D., SUCCEEDING IN THE WORLD OF WORK, Illinois: McKnight and McKnight Publishing Company., 1970. 114-115 pp.

2. Explain why you selected these three (3) areas.

3. In the spaces below, select one job from each of the three career areas you circled in #1.

4. Discuss these choices with your counselor or Work Experience Education Coordinator.

   a. Did you change your choices? ______________________________

   b. If your answer is YES, explain how and why.

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 3. In this activity, you will talk to three workers on jobs which you feel would not provide you with career personal fulfillment.

1. In Activity 1 and 2, you identified three (3) career areas or jobs in which you are the least interested. Using your selections, talk to a worker in a job in each career area, and

2. List the things each worker likes and dislikes about his job.

Job #1 ____________________
Job Title

| Likes | Dislikes |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

Job #1 ____________________
Job Title

| Likes | Dislikes |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

Job #1 ____________________

| Likes | Dislikes |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

3. List the things you observed that you liked and disliked about

Job #1

| Liked | Disliked |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

Job #2

| Liked | Disliked |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

Job #3

| Liked | Disliked |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

4. Make a comparison between your likes and dislikes and those of the workers at each job.

Job #1

________________________________________

________________________________________

________________________________________

________________________________________

Job #2

Job #3

5. Did the person on each job have the same interest, skills, aptitude and goals that you have?

Job #1__________ Comments: ____________________

Job #2__________ Comments: ____________________

Job #3__________ Comments: ____________________

6. State why you feel these jobs would not provide you with career personal fulfillment. If you have changed your mind, give reasons.

Job #1____________________

Job #2____________________

Job #3______________________________________________________________

____________________________________________________________________

____________________________________________________________________

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 4. This activity is designed to help you become familiar with materials available to identify careers and to demonstrate knowledge gained.

1. Using the Dictionary of Occupational Titles (DOT), investigate three or more occupations from the career areas you identified in Activity 1 or 2 to

   a. List the DOT code and description for each occupation selected.

Occupation 1

Occupation 2

Occupation 3

2. Using the VIEW (Vital Information for Education and Work) Program, investigate three (3) or more occupations from the career areas you identified in Activity 1 or Activity 2.

   a. From the VIEW microfilm, write the information for each occupation that supports your belief that this job would not provide you with career personal fulfillment.

Occupation 1

Occupation 2

______________________________________________

______________________________________________

______________________________________________

Occupation 3

______________________________________________

______________________________________________

______________________________________________

# POST-TEST

Instructions: This Post-Test is to measure your ability to understand the ideas expressed in Performance Objective 2.2.2.

Write your answers to the Post-Test in the spaces provided.

1. What does career personal fulfillment mean to you?

2. List Ten career areas.

3. List the career areas that you feel would provide you with career personal fulfillment.

   a. Explain why you selected these areas.

4. List the three career areas that you feel would not provide you with career personal fulfillment.

   a. Explain why you selected these areas.

5. List three (3) jobs (careers) that you feel would not provide you with career personal fulfillment.

   a. Explain why you selected these jobs.

6. List three (3) jobs (careers) that you feel would provide you with career personal fulfillment.

   a. Explain why you selected these jobs.

After you have answered all of the above questions, turn your paper into your instructor. If you have answered all of the questions in the Post-Test to the satisfaction of your instructor, you should "move on" to the next Performance Objective, 2.2.3.

If you want to become involved in the I-DEA that follows on the next page, please be our guest! It is there to help you!

## POST-TEST (Scoring Key)

1. See #6 Pre-Test Key

2. Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, Clerical

3. Self-explanatory

    a. Self-explanatory

4. Self-explanatory

    a. Self-explanatory

5. Self-explanatory

    a. Self-explanatory

6. Self-explanatory

    a. Self-explanatory

# I-DEAS

1. Identify three (3) Work Experience Education students who are working at career stations that you feel would not provide you with career personal fulfillment. "Rap" with them about their experiences on the job and ask them why they feel that their job gives them career personal fulfillment.

LAP Prepared By: Robert J. Menke

## WORK EXPERIENCE EDUCATION
## LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objective: 2.2.3 Using the Job Satisfaction Report, make a weekly report to your Work Experience Education Coordinator.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Evaluate your daily work performance.
2. Understand a Job Satisfaction Report.
3. Know how to compile daily job reports into a weekly report.

RATIONALE

This LAP is designed to help you make a self-inventory and record and interpret your strengths and weaknesses into a daily and weekly Job Satisfaction Report.

DIRECTIONS

In this LAP you will take a self-inventory; evaluate the answers; keep your self-inventory for future reference; make five (5) daily Job Satisfaction Reports and compile them into a weekly Job Satisfaction Report.

## PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your ability to understand the ideas expressed in Performance Objective 2.2.3 as presented in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. What is Job Satisfaction?

____________________________________________

____________________________________________

2. A Job Satisfaction Report is a self-evaluation of performance fulfillment made by an employee.

   (a) How can an employee make use of this Job Satisfaction Report?

   ____________________________________________

   ____________________________________________

   (b) How can an employer use a Job Satisfaction Report?

   ____________________________________________

   ____________________________________________

3. How can a Job Satisfaction Report help your performance on the job?

____________________________________________

____________________________________________

4. How do you think you can improve your personal fulfillment through productive work by keeping a weekly Job Satisfaction Report?

____________________________________________

____________________________________________

5. What is a self-inventory?

____________________________________________

____________________________________________

6. Do you think a self-inventory evaluation is helpful to a person in determining his strengths and weaknesses?

______________________________________________

Explain. ______________________________________

______________________________________________

______________________________________________

If you cannot answer all of the questions above, proceed directly to Activity 1. If you can answer all of the questions above, before becoming involved in the activities that follow, show your answers to your instructor.

If your answers to the Pre-Test are complete and clearly demonstrate that you understand the Performance Objective 2.2.3, your instructor may direct you to proceed immediately to the next Performance Objective 2.2.4.

# PRE-TEST (Scoring Key)

1. Job Satisfaction is deriving the highest possible personal fulfillment for doing the kind of work you like to do.

2. (a) An employee can use his Job Satisfaction Report to help him determine his strengths: to analyze his weaknesses; and turn them into strengths, thereby increasing his personal fulfillment.

   (b) An employer uses a Job Satisfaction Report to make important decisions about the employee's personal traits and skills.

3. An accurate and honest Job Satisfaction Report can help you see your strengths and weaknesses. You can then work on your weaknesses and enhance your strengths.

4. You can improve your personal fulfillment by comparing your weekly Job Satisfaction Reports; analyze your job performance to see if you are repeating your same mistakes and if you have asked for help where you need it. You can judge whether you have made your contributions in the "best things that happened"; you can also judge whether it was your weakness that contributed to the "worst thing that happened", and thereby correct your weakness and prevent the incident from reoccuring.

5. A means by which you learn all you can about yourself.

6. Self-explanatory

## LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities 1, 2, and 3 are required. Activity 4 is a "continuing performance activity" and you should continue to perform this activity although your instructor advises you to progress to the next LAP.

ACTIVITY 1. This activity is designed to help you understand yourself, your attitude toward people, and your job career station. This will enable you to evaluate your strengths and weaknesses and identify where you need help when you make out your Job Satisfaction Report.

Turn to the next page and become involved in your Self-Inventory. Discuss the results with your Work Experience Educator if you would like to - but save the results for future reference.

## SELF-INVENTORY

The following is a self-inventory which should be answered honestly and with your first reaction. It is for your own use and should be retained by you for future reference. If you wish, you may consult with your Work Experience Education Coordinator, but it is not required that you do so. A careful study of your answers can help you understand how you can improve. This will help you and your employer.

## SELF-INVENTORY

In the column after each question, write the number that evaluates your answer:
5 = definitely
4 = mostly yes
3 = undecided
2 = mostly no
1 = definitely no

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. Are you considerate of others? | | | | | |
| 2. Do you work as efficiently as you are able? | | | | | |
| 3. Is your work of good quality? | | | | | |
| 4. Are you sociable with those with whom you work? | | | | | |
| 5. Do you work well under pressure? | | | | | |
| 6. Do you try to sense the feelings of those around you? | | | | | |
| 7. Are you organized in your approach to your work? | | | | | |
| 8. Are you cooperative with your co-workers and bosses? | | | | | |
| 9. Are you reliable? | | | | | |
| 10. Do you show good judgment? | | | | | |
| 11. Are you relaxed in your work? | | | | | |
| | | | | | |

5 = definitely yes; 4 = mostly yes; 3 = undecided; 2 = mostly no; 1 = definitely no

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 12. Are you as thorough as you should be? | | | | | |
| 13. Do you complete your assignments? | | | | | |
| 14. Do you communicate with your co-workers? | | | | | |
| 15. Are you accurate? | | | | | |
| 16. Is your attendance at work regular? | | | | | |
| 17. Are you a team player? | | | | | |
| 18. Are you responsible? | | | | | |
| 19. Do you catch on quickly? | | | | | |
| 20. Do you speak well? | | | | | |
| 21. Are you obliging? | | | | | |
| 22. Are you neat in appearance? | | | | | |
| 23. Are you neat in your work? | | | | | |
| 24. Do you write clearly and legibly? | | | | | |
| | | | | | |

5 = definitely yes; 4 = mostly yes; 3 = undecided; 2 = mostly no; 1 = definitely no

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 25. Do you communicate in your writing? | | | | | |
| 26. Are you friendly and outgoing? | | | | | |
| 27. Are you dependable? | | | | | |
| 28. Are you punctual? | | | | | |
| 29. Do you take the initiative? | | | | | |
| 30. Are you creative in your work? | | | | | |
| 31. Do you have ambition (to improve)? | | | | | |
| 32. Do you understand written instructions? | | | | | |
| 33. Do you understand verbal instructions as to how to perform a task? | | | | | |
| 34. Do you work quickly? | | | | | |
| 35. Do you like your work? | | | | | |
| 36. Do you know your company's objectives? | | | | | |
| 37. Do you recognize your responsibilities? | | | | | |
| | | | | | |

5 = definitely yes; 4 = mostly yes; 3 = undecided; 2 = mostly no; 1 = definitely no

|  | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 38. Do you know the technical aspects of your work? |  |  |  |  |  |
| 39. Do you enjoy working hard? |  |  |  |  |  |
| 40. Are you willing to spend all the time needed to do your work well? |  |  |  |  |  |
| 41. Are you willing to learn as much as you can to do your job better? |  |  |  |  |  |
| 42. Are you respectful of all the people for and with whom you work? |  |  |  |  |  |
| 43. Do you have the proper amount of humility toward others? |  |  |  |  |  |
| 44. Do you have enthusiasm toward your job? |  |  |  |  |  |
| 45. Are you patient and calm? |  |  |  |  |  |
| 46. Do you have a desire to succeed? |  |  |  |  |  |
| 47. Do you have a sense of humor even when the "joke is on you"? |  |  |  |  |  |
| 48. Do you express yourself adequately? |  |  |  |  |  |
| 49. Do you control yourself under pressure? |  |  |  |  |  |
| 50. Do you know the technical skills needed in your work? |  |  |  |  |  |
|  |  |  |  |  |  |

5 = definitely yes;  4 = mostly yes;  3 = undecided;  2 = mostly no:  1 = definitely no

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 51. Do you think before acting or speaking? | | | | | |
| 52. Do you have a pleasing personality? | | | | | |
| 53. When you don't know how to do something, do you ask someone who does? | | | | | |
| 54. Are you loyal to your self? | | | | | |
| 55. Are you loyal to your employers? | | | | | |
| 56. Do you respect the opinions of others? | | | | | |
| 57. Are you able to take criticism without feeling resentful? | | | | | |
| 58. Do you derive the highest possible satisfaction from doing well the kind of work you like to do? | | | | | |
| 59. Are you ready to evaluate yourself constantly to see whether and/or how you can improve in your work? | | | | | |
| *TOTAL | | | | | |

GRAND TOTAL ____________

*Total each column and add the totals to get a grand score.

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 2. This activity is designed to help you to understand how to make out a daily Job Satisfaction Report.

1. Using the form on the next page, make a Job Satisfaction Report upon the completion of your activity at your career station each day. Save these reports for Activity 3.

   (a) Indicate the best things that happened to you on the job.

   (b) Indicate the worst things that happened to you on the job.

   (c) Indicate the thing(s) you need help with on the job.

## Daily Job Satisfaction Report
(This was the dav that was)

Date______________________

To: Work Experience Education Coordinator

From: ______________________________

Career Station: ______________________ Job: ___________________

(a) Best things that happened to me on the job today:

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

(b) Worst things that happened to me on the job today:

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

(c) I need help with:

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 3. This activity is designed to help you understand how to make out a weekly Job Satisfaction Report from daily reports.

1. Review the five daily reports in Activity 2 and compile a weekly report using the form on the following page.

   Indicate in your weekly report:

   (a) The best things that happened to you on the job during the week.

   (b) The worst things that happened to you on the job during the week.

   (c) The thing(s) you need help with on the job.

2. Turn the five daily reports and the weekly report in to your Work Experience Education Coordinator for review. These reports will be returned to you so that you can file them in a notebook for future reference and evaluation.

## Weekly Job Satisfaction Report
(This was the week that was)

Date______________________________

To: Work Experience Education Coordinator

From: ___________________________________

Career Station: _________________________ Job:______________________

(a) Best things that happened to me on the job this week:

(b) Worst things that happened to me on the job this week:

(c) I need help with:

## LEARNING ACTIVITES AND RESOURCES

ACTIVITY 4. This activity is designed to help you to understand how to make out and keep a record of Weekly Job Satisfaction Reports.

1. Submit a Weekly Job Satisfaction Report that you will find on the next page to your Work Experience Education Coordinator.

    (a) The techniques you employ should utilize the skill you learned in Activity 2, i.e., mentally evaluate your daily activities and select the one that is appropriate for answers to (a), (b), and (c).

    (b) When these weekly reports are returned to you, place them in a notebook in chronological order for future reference and evaluation.

    (c) This may be a continuing Weekly Job Satisfaction Report for the remainder of the semester, depending on the directions you receive from your Work Experience Education Coordinator.

# POST-TEST

INSTRUCTIONS: This Post-Test is to measure your ability to understand the ideas expressed in Performance Objective 2.2.3.

Write your answers to the Post-Test in the spaces provided.

1. What is Job Satisfaction?

______________________________________________

______________________________________________

2. What is a Job Satisfaction Report?

______________________________________________

______________________________________________

3. How can an employer use a Job Satisfaction Report?

______________________________________________

______________________________________________

______________________________________________

4. How can an employee use a Job Satisfaction Report?

______________________________________________

______________________________________________

______________________________________________

5. By making a daily Job Satisfaction Report, how can you more effectively make a weekly Job Satisfaction Report?

______________________________________________

______________________________________________

______________________________________________

6. How did the self-inventory help you in filling out your Job Satisfaction Report?

______________________________________________

______________________________________________

7. What relationship, if any, was there between the "Best things that happened to you" and your strengths as indicated in your self-inventory?

8. What relationship, if any, was there between the "Worst things that happened to you" and your weaknesses as indicated in your self-inventory?

9. In the areas in which you "need help", were you originally able to identify them in your self-inventory?

10. How can you use your weekly Job Satisfaction Report to increase your personal fulfillment?

11. How can an increase in an employee's personal fulfillment also make him more valuable to his employer?

12. Now that you have completed this LAP, do you feel that you would answer the questions in the self-inventory in the same manner? ______

    Explain. ______

# POST-TEST (Scoring Key)

1. See Pre-Test #1

2. See Pre-Test #2

3. See Pre-Test #3

4. See Pre-Test #4

5. By making a daily Job Satisfaction Report, a person can give a more thorough evaluation of each day's activities and write a more accurate weekly Job Satisfaction Report.

6. Self-explanatory (Provided guidance to the student to identify strengths, weaknesses, and help needed.)

7. Self-explanatory

8. Self-explanatory

9. Self-explanatory

10. By constant evaluation and re-evaluation

11. Self-explanatory

12. Self-explanatory

After you have answered all of the above questions, turn your paper in to your instructor. If you have answered all of the questions in the Post-Test to the satisfaction of your instructor, you should progress to the next "exciting" Performance Objective, 2.2.4.

On the next page, I would like to "challenge" you with two I-DEAS. Here is your chance to "improve and re-act" to this Learning Activity Package.

## I-DEAS

1. Add and delete questions from the self-inventory in Activity #1. Defend your additions and deletions.

2. Construct your own Job Satisfaction Report.
   Explain why you feel it is better than the one enclosed in Activity #2.

LAP Prepared By: Robert J. Menke

## WORK EXPERIENCE EDUCATION
## LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objective: 2.2.4 Using your weekly Job Satisfaction Reports, appraise your job performance at regular intervals in terms of growth in personal fulfillment.

### NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Draw a profile of your personal traits and work skills.
2. Appraise your job performance by using a Job Satisfaction Report.

### RATIONALE

This LAP is designed to help you appraise your job performance in terms of personal traits, work skills, and growth on the job.

### DIRECTIONS

In this LAP you will develop terms used in a Job Performance Profile; chart your job performance at your career station; and appraise your growth on the job in terms of personal fulfillment.

# PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your understanding of the ideas expressed in Performance Objective 2.2.4 in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. How do you appraise your job performance?

______________________________________________

______________________________________________

2. What is a profile?

______________________________________________

______________________________________________

3. How do you make a profile chart?

______________________________________________

______________________________________________

4. What is a job performance profile chart?

______________________________________________

______________________________________________

5. What are personal traits?

______________________________________________

______________________________________________

6. What are working skills?

______________________________________________

______________________________________________

7. How do you measure your growth in personal fulfillment?

If you cannot answer all of the questions above, proceed directly to Activity 1.

If your answers to the Pre-Test are complete and clearly demonstrate that you understand the Performance Objective 2.2.4, your instructor may direct you to proceed immediately to the next Performance Objective 2.2.5.

## PRE-TEST (Scoring Key)

1. By self-inventory; to judge the quality; to estimate the quality; to decide the values.

2. To outline or sketch the characteristics of the subject.

3. A simple outline on which information can be plotted; also a graph.

4. Answer to #3 related to performance on a job, i.e., personal traits, working skills, etc.

5. An individual's values shown to others -- generally considered to be those traits which make up a person's personality.

6. Qualifications - related experiences, interest, ability, aptitude, proficiency, knowledge, etc.

7. By measuring your progress by means of a profile over a period of time.

## LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities 1, 2, and 3 are required.

ACTIVITY 1. This activity is designed to help you develop a profile of your job performance at your career station by using a self-inventory and your weekly Job Satisfaction Report.

1. Job Performance Profile

Develop a profile of your job performance at your career station by using the terms below. Rate yourself by placing an "X" in one of the columns.

Degree of Personal Fulfillment

| PERSONAL TRAITS | Excellent | Good | Fair | Poor | Very Little |
|---|---|---|---|---|---|
| Punctuality | | | | | |
| Adaptability | | | | | |
| Independence | | | | | |
| Initiative | | | | | |
| Thoroughness | | | | | |
| Cooperation | | | | | |
| Interpersonal Relations | | | | | |
| Ambition | | | | | |
| Creativity | | | | | |

Degree of Personal Fulfillment

| WORK SKILLS | Excellent | Good | Fair | Poor | Very Little |
|---|---|---|---|---|---|
| Ability to communicate in writing | | | | | |
| Ability to communicate in speaking | | | | | |
| Ability to understand written instructions | | | | | |
| Ability to understand verbal instructions | | | | | |
| Ability to follow written orders | | | | | |
| Ability to follow verbal orders | | | | | |
| Ability to work with fellow employees | | | | | |
| Ability to work accurately | | | | | |
| Ability to work quickly | | | | | |
| Ability to attend to detail | | | | | |
| Ability to complete tasks | | | | | |

FULFILLMENT -- List and appraise five of the above traits or skills that have provided you with personal fulfillment at your career station.

| | Excellent | Good | Fair |
|---|---|---|---|
| a. | | | |
| b. | | | |
| c. | | | |
| d. | | | |
| e. | | | |

2. Using your Weekly Job Satisfaction Report, fill in the spaces below with terms from the Personal Traits and Work Skills listed in #1 above.

The best things that happened to me on the job this week

| Personal Trait or Working Skill | Excellent | Good |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

The worst things that happened to me on the job this week

| Personal Trait or Working Skill | Fair | Poor | Very Little |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

I need help with:

3. Is there a similarity between the ratings of your personal traits, your work skill, your personal fulfillment, and your best and worst "happenings" on the job?

(a) What conclusions do you draw from this?

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 2. This activity is designed to help you chart your Job Performance Profile for four weeks and to measure your growth in terms of personal fulfillment.

1. Chart your Job Performance Profile at least four (4) times for four weeks.

   (a) Fill out each chart, as in Activity 1, or use different colors on one chart. (Indicate the date.)

   (b) After marking the chart, connect each "X" in the spaces with a straight line.

2. Compare the Job Performance Profiles that you completed charting in #1 above.

   (a) Did your profile change? ______________________________

   How? Indicate where. ______________________________

   ______________________________________________

   ______________________________________________

   If no change, how do you explain? ______________________

   ______________________________________________

   ______________________________________________

3. Using the Job Satisfaction Reports for four weeks:

   (a) Did the best things change? What (and how)?

   ______________________________________________

   ______________________________________________

   How do you explain this?

   ______________________________________________

   ______________________________________________

   (b) Did the worst things change? What? (And how?)

   ______________________________________________

   ______________________________________________

   How do you explain this?

   ______________________________________________

(c) What "help areas" have you solved?

______________________________________________

______________________________________________

______________________________________________

What "help areas" do you still need help with?

______________________________________________

______________________________________________

______________________________________________

What new "help areas" have you identified?

______________________________________________

______________________________________________

______________________________________________

4. Discuss your Job Performance Profile and your Job Satisfaction Reports in terms of growth and personal fulfillment with your Work Experience Education Coordinator or Instructor. (Ask for help if you need it.)

## LEARNING ACTIVITES AND RESOURCES

ACTIVITY 3. In this activity, you will develop terms and draw a profile for a Job Performance rating form based upon your personal traits and work skills required at your career station.

1. Construct a Job Performance rating form of your own design or modify a copy of the form used in Activity 1. Include in your form:

    (a) Specific personal traits required to perform your job at your career station.

    (b) Specific work skills required to perform your job at your career station.

    (c) Columns for degree of personal fulfillment.

2. Develop a profile of your Job Performance at your career station by placing an "X" in the appropriate column and connecting them with a straight line.

3. Identify the personal traits or work skills that provide you with the most personal fulfillment.

    ________________________________________

    ________________________________________

    ________________________________________

4. Identify your personal traits or work skills where you feel that:

    (a) you must improve. ______________________________

    ________________________________________

    (b) you have demonstrated the most improvements in the past four weeks.

    ________________________________________

    ________________________________________

5. Discuss your profile that you developed and charted with your Work Experience Education Coordinator or Instructor. Does your career station provide you with an opportunity for growth and personal fulfillment?

    ________________________________________

## POST-TEST

INSTRUCTIONS: This Post-Test is to measure your ability to understand the ideas expressed in Performance Objective 2.2.4. Write your answers in the spaces provided.

1. What is a Job Performance Profile?

2. How do you chart a Job Performance Profile?

3. Did your Job Performance Profiles vary from the first to last?

   How?

   Why?

5. Did your personal fulfillment grow or become less?

   Please explain.

6. What were the reasons for the change, if any?

7. What is an employee evaluation form?

After you have answered all of the above questions, turn your paper in to your instructor. If you have answered all of the questions in the Post-Test to the satisfaction of your instructor, you should progress to the next "exciting" Performance Objective 2.2.5.

On page 14, I would like to "challenge" you with two I-DEAS. Here is your chance to "improve and react" to this Learning Activity Package.

## POST-TEST (Scoring Key)

1. To outline or sketch the characteristics of an individual's performance on a job.

2. By plotting the job performance characteristics of an individual on a chart and thence draw a profile by connecting the marks by a straight line.

3. Self-explanatory

4. Self-explanatory

5. Self-explanatory

6. Self-explanatory

7. An instrument to measure the effectiveness of an individual on the job.

## I-DEAS

1. Secure copies of Employee Evaluation forms from your Work Experience Education Coordinator, Career Station Sponsor, and classroom teacher and chart your Job Performance Profile on these forms based upon your performance at your career station last week. Repeat this "charting" weekly for four weeks. (An example of Employee Evaluation forms is on Page 15.)

2. Role play that you are a Work Experience Education Coordinator. How would you help a student that indicates on his Weekly Job Satisfaction Report that he needed help in:

    (a) Punctuality.

    (b) Getting along with his Career Station Sponsor.

    What advice would you give this student?

## VOCATIONAL WORK EXPERIENCE EDUCATION PROGRAM -- GRADE REPORT

Please rate this student and return this form to the Career Development Services Department by ______________________. Thank you. Robert J. Menke, Director.

Name________________________________ Grade________ School__________________

| | | Excellent | Good | Fair | Needs Improvement |
|---|---|---|---|---|---|
| Still employed? Yes ☐ No ☐ | | | | | |
| If not employed, why? | 1. Reports for work regularly | | | | |
| 1. Work completed on _____ | 2. Comes to work on time | | | | |
| 2. Quit work on _____ | 3. Attitude | | | | |
| 3. Discharged on _____ | 4. Quality of work | | | | |
| | 5. Quantity of work | | | | |
| Would you rehire? _____ | 6. Cooperation with supervisor | | | | |
| | 7. General estimate as a student employee | | | | |
| Comments: ______________________________ | | | | | |

________ Date

______________________ Employer's signature

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

SAN DIEGO CITY SCHOOLS
Career Development Services Department

## VOCATIONAL WORK EXPERIENCE EDUCATION PROGRAM -- GRADE REPORT

The employment of the student worker named on this page has been approved as part of his (her) school program. Adjustments have been made at the school to make possible this combination of school and work experience.

This student may receive credit for, or fail in, work requirements just as a student may pass or fail a school subject. YOUR RATING AS THE EMPLOYER IS ESSENTIAL. Please indicate on this page by checking the appropriate columns, your estimate of this youth's employability.

Please return in enclosed envelope by ______________________________

Robert J. Menke
Director

835 - 12th Avenue
San Diego 92101
Telephone -- 233-0181, Ext. 61

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.2 Give evidence of having achieved a degree of personal fulfillment through productive work.

Performance Objective: 2.2.5 Toward the end of the school year, obtain an evaluation from your Work Experience Education Sponsor. Analyze the growth in your performance. Explain whether there has been comparable growth in your feelings of personal fulfillment.

## NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Participate in a job evaluation conference.
2. Evaluate and analyze your performance and growth on the job.
3. Evaluate and explain any comparable growth in his feelings of personal fulfillment.

## RATIONALE

This LAP is designed to help you obtain a job evaluation from your Work Experience Education Sponsor and to analyze your growth in performance and personal fulfillment.

## DIRECTIONS

In this LAP you will participate in a job evaluation conference; compare your personal growth by using self-inventories and charting job performance profiles; analyze your job performance; and confer with your Work Experience Education Coordinator regarding your growth on the job and in feelings of personal fulfillment.

# PRE-TEST

INSTRUCTIONS: There is no pre-test for this Performance Objective 2.2.5. In this LAP you will learn by performing the activities. So, "learn by doing" and proceed directly to Activity 1 on the next page.

## LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities 1, 2, 3, and 4 are required.

ACTIVITY 1. This activity is designed to enable you to participate in a job evaluation conference with your Work Experience Education Sponsor and to evaluate your performance and growth.

1. At least six weeks before the end of the semester:
   - (a) Obtain from your Work Experience Education Coordinator a copy of the student job evaluation form that will be used by your Work Experience Education Sponsor. (An example of a student job evaluation form is on page 5.)
   - (b) Discuss this student job evaluation form with your Work Experience Education Sponsor.
   - (c) Ask your sponsor to make out a tentative evaluation of your performance on the job.

2. At least three weeks before the end of the semester:
   - (a) Make an appointment with your Work Experience Education Sponsor to discuss your final job evaluation report.

3. At least two weeks before the end of the semester:
   - (a) Discuss your final evaluation report with your Work Experience Education Sponsor.
   - (b) In what areas did you improve compared to:
     1. Your quarter report. ______________________________

        ______________________________

        ______________________________
     2. Your tentative report (five weeks ago). ______________

        ______________________________

        ______________________________

(c) During your evaluation conference with your Work Experience Education Sponsor:

1. What were your areas of personal strengths? ____________

________________________________________________

2. What were your areas of personal weaknesses? ____________

________________________________________________

4. At least one week before the end of the semester:

(a) Analyze these job performance evaluations and discuss your job performance and your growth in your feelings of personal fulfillment with your Work Experience Education Coordinator.

## VOCATIONAL WORK EXPERIENCE EDUCATION PROGRAM -- GRADE REPORT

Please rate this student and return this form to the Career Development Services Department by ______________________. Thank you. Robert J. Menke, Director.

Name______________________________ Grade__________ School______________

Still employed? Yes ☐ No ☐

If not employed, why?

1. Work completed on ______
2. Quit work on ______
3. Discharged on ______

Would you rehire?

| | Excellent | Good | Fair | Needs Improvement |
|---|---|---|---|---|
| 1. Reports for work regularly | | | | |
| 2. Comes to work on time | | | | |
| 3. Attitude | | | | |
| 4. Quality of work | | | | |
| 5. Quantity of work | | | | |
| 6. Cooperation with supervisor | | | | |
| 7. General estimate as a student employee | | | | |

Comments: ______________________________________________

______________________________
Employer's Signature

______________________________
Date

San Diego City Schools - Student Services Divisions - Career Development Services Department

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 2. This activity is designed to help you compare your growth in your performance on the job by taking a self-inventory.

1. Answer the questions in the self-inventory on the next pages honestly and with your first reaction.

## SELF-INVENTORY

In the column after each question, write the number that evaluates your answer:

5 = definitely; 4 = mostly yes; 3 = undecided; 2 = mostly no; 1 = definitely no

| | 5 | 5 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. Are you considerate of others? | | | | | |
| 2. Do you work as efficiently as you are able? | | | | | |
| 3. Is your work of good quality? | | | | | |
| 4. Are you sociable with those with whom you work? | | | | | |
| 5. Do you work well under pressure? | | | | | |
| 6. Do you try to sense the feelings of those around you? | | | | | |
| 7. Are you organized in your approach to your work? | | | | | |
| 8. Are you cooperative with your co-workers and bosses? | | | | | |
| 9. Are you reliable? | | | | | |
| 10. Do you show good judgment? | | | | | |
| 11. Are you relaxed in your work? | | | | | |

5 = definitely yes; 4 = mostly yes; 3 = undecided; 2 = mostly no; 1 = definitely no

|  | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 12. Are you as thorough as you should be? |  |  |  |  |  |
| 13. Do you complete your assignments? |  |  |  |  |  |
| 14. Do you communicate with your co-workers? |  |  |  |  |  |
| 15. Are you accurate? |  |  |  |  |  |
| 16. Is your attendance at work regular? |  |  |  |  |  |
| 17. Are you a team player? |  |  |  |  |  |
| 18. Are you responsible? |  |  |  |  |  |
| 19. Do you catch on quickly? |  |  |  |  |  |
| 20. Do you speak well? |  |  |  |  |  |
| 21. Are you obliging? |  |  |  |  |  |
| 22. Are you neat in appearance? |  |  |  |  |  |
| 23. Are you neat in your work? |  |  |  |  |  |
| 24. Do you write clearly and legibly? |  |  |  |  |  |

5 = definitely yes; 4 = mostly yes: 3 = undecided; 2 = mostly no; 1 = definitely no

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 25. Do you communicate in your writing? | | | | | |
| 26. Are you friendly and outgoing? | | | | | |
| 27. Are you dependable? | | | | | |
| 28. Are you punctual? | | | | | |
| 29. Do you take the initiative? | | | | | |
| 30. Are you creative in your work? | | | | | |
| 31. Do you have ambition (to improve)? | | | | | |
| 32. Do you understand written instructions? | | | | | |
| 33. Do you understand verbal instructions as to how to perform a task? | | | | | |
| 34. Do you work quickly? | | | | | |
| 35. Do you like your work? | | | | | |
| 36. Do you know your company's objectives? | | | | | |
| 37. Do you recognize your responsibilities? | | | | | |

5 = definitely yes; 4 = mostly yes; 3 = undecided; 2 = mostly no; 1 = definitely no

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 38. Do you know the technical aspects of your work? | | | | | |
| 39. Do you enjoy working hard? | | | | | |
| 40. Are you willing to spend all the time needed to do your work well? | | | | | |
| 41. Are you willing to learn as much as you can to do your job better? | | | | | |
| 42. Are you respectful of all the people for and with whom you work? | | | | | |
| 43. Do you have the proper amount of humility toward others? | | | | | |
| 44. Do you have enthusiasm toward your job? | | | | | |
| 45. Are you patient and calm? | | | | | |
| 46. Do you have a desire to succeed? | | | | | |
| 47. Do you have a sense of humor even when the "joke is on you"? | | | | | |
| 48. Do you express yourself adequately? | | | | | |
| 49. Do you control yourself under pressure? | | | | | |
| 50. Do you know the technical skills needed in your work? | | | | | |

5 = definitely yes; 4 = mostly yes; 3 = undecided; 2 = mostly no; 1 = definitely no

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 51. Do you think before acting or speaking? | | | | | |
| 52. Do you have a pleasing personality? | | | | | |
| 53. When you don't know how to do something, do you ask someone who does? | | | | | |
| 54. Are you loyal to your self? | | | | | |
| 55. Are you loyal to your employers? | | | | | |
| 56. Do you respect the opinions of others? | | | | | |
| 57. Are you able to take criticism without feeling resentful? | | | | | |
| 58. Do you derive the highest possible satisfaction from doing well the kind of work you like to do? | | | | | |
| 59. Are you ready to evaluate yourself constantly to see whether and/or how you can improve in your work? | | | | | |

*TOTAL

GRAND TOTAL ____________________

*Total each column and add the totals to get a grand score.

2. Did that self-inventory look familiar? Let's go back to the file you were requested to keep in Performance Objective 2.2.3, LAP #________ and turn to pages 6 through 10. Using that self-inventory and the one you just finished:

(a) Indicate how many weeks have elapsed since you did the first self-inventory.

________________________________________

(b) Make the following comparisons:

| | THEN (1st Inventory) | NOW (2nd Inventory) |
|---|---|---|
| Total number of 5 points | | |
| Total number of 4 points | | |
| Total number of 3 points | | |
| Total number of 2 points | | |
| Total number of 1 points | | |
| GRAND TOTAL SCORE | | |

(c) Indicate how many times your score improved to a higher rating, (2 to 3, 3 to 4, etc.)

________________________________________

(d) Indicate how many times your score fell to a lesser rating, (3 to 2, 4 to 3, etc.)

________________________________________

(e) Write down the five questions from the inventory in which your improvement gives you the greatest personal satisfaction.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 3. This activity is designed to help you compare your growth in your performance on the job by developing a job performance profile.

1. Develop a profile of your job performance now by using the terms below. Rate yourself by placing an "X" in one of the columns and connect them with a straight line.

| PERSONAL TRAITS | Excellent | Good | Fair | Poor | Very Little |
|---|---|---|---|---|---|
| Punctuality | | | | | |
| Adaptability | | | | | |
| Independence | | | | | |
| Initiative | | | | | |
| Thoroughness | | | | | |
| Cooperation | | | | | |
| Interpersonal Relations | | | | | |
| Ambition | | | | | |
| Creativity | | | | | |

| | Degree of Personal Fulfillment | | | | |
|---|---|---|---|---|---|
| WORK SKILLS | Excellent | Good | Fair | Poor | Very Little |
| Ability to communicate in writing | | | | | |
| Ability to communicate in speaking | | | | | |
| Ability to understand written instructions | | | | | |
| Ability to understand verbal instructions | | | | | |
| Ability to follow written orders | | | | | |
| Ability to follow verbal orders | | | | | |
| Ability to work with fellow employees | | | | | |
| Ability to work accurately | | | | | |
| Ability to work quickly | | | | | |
| Ability to attend to detail | | | | | |
| Ability to complete tasks | | | | | |

FULFILLMENT -- List and appraise five of the above traits or skills that have provided you with personal fulfillment at your career station.

| | EXCELLENT | GOOD | FAIR |
|---|---|---|---|
| a. | | | |
| b. | | | |
| c. | | | |
| d. | | | |
| e. | | | |

2. In Performance Objective 2.2.4, LAP #________, you developed a job performance profile over a period of four weeks.

   (a) Trace your last profile from that chart onto the job profile chart you just completed above.

   (b) Indicate how many weeks have elapsed between the charting of the job profiles.

   (c) List your Personal Traits which show an increase in your personal fulfillment since your first job profile.

   ______________________________

   ______________________________

   ______________________________

   (d) Indicate your work skills which show an increase in your personal fulfillment since your first job profile.

   ______________________________

   ______________________________

   ______________________________

   (e) List at least five traits or skills that have provided you with the greatest personal fulfillment this semester at your career station.

   ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 4. This activity is designed to enable you to analyze your growth in job performance and your growth in your feelings of personal fulfillment.

1. Using the data you accumulated in Activity 2, by comparing your "then and now" self-inventories, analyze your growth based upon your answers in:

   Item 2b, page 12 - (This is where you compared your total number of points.)
   How do you explain your growth?

   Item 2e, page 12 - (This is where you listed five questions in which your improvement gave you the greatest personal satisfaction.)
   Explain why you selected these five.

2. Using the data you accumulated in Activity 3, by comparing your "then and now" job performance profiles, analyze your growth based upon your answers:

   Item 2c, page 15 - "list your personal traits which show an increase in your personal fulfillment since your first job profile." How do you account for this growth?

   Item 2d, page 15 - "indicate your work skills which show an increase in your personal fulfillment since your first job profile." How do you account for this?

3. Where do you feel that you have made the greatest personal growth in job performance this semester?

4. Where do you feel that you have made the greatest growth in your feelings of personal fulfillment this semester?

5. How did job performance at your career station this semester provide you with vocational personal fulfillment?

## POST-TEST

INSTRUCTIONS: This Post-Test is to measure your understanding of the ideas expressed in Performance Objective 2.2.5. Write your answers in the spaces provided.

1. What is a student job evaluation form?

________________________________________________

________________________________________________

2. Who uses this student job evaluation form?

________________________________________________

________________________________________________

3. Who is a Work Experience Education Sponsor?

________________________________________________

________________________________________________

4. What is an evaluation conference?

________________________________________________

________________________________________________

5. What does growth in job performance mean to you?

________________________________________________

________________________________________________

6. In this activity, you made a comparison between two self-inventories and two job performance profiles.

   (a) Which did you enjoy doing the most? ____________________

   Why?__________________________________________

   _____________________________________________

   _____________________________________________

(b) Which did you feel provided you with the best information for you to make a self analysis?

________________________________________________

Why? ____________________________________________

________________________________________________

The minimum level of acceptable performance is to be: all answers correct as determined by your Work Experience Education Coordinator.

For your Personal Improvement, turn to page 21 for an I-DEA.

## POST-TEST (Scoring Key)

1. An instrument to measure the progress of a student at his career station.

2. The Work Experience Education Sponsor, the Work Experience Education Coordinator, and the student.

3. A Work Experience Education Sponsor is the individual who is directly responsible for the student's learning activity at the career station.

4. An evaluation conference is held between the Work Experience Education Sponsor and the student to evaluate the student's progress on the job. A Work Experience Education Coordinator may hold an evaluation conference with the student, too.

5. The ability of a student to demonstrate maturity, progress, or self-development in personal traits or work skills by performance on a job.

6. (a) Self-explanatory

   (b) Self-explanatory

## I-DEA

1. "Challenge" yourself by listing: areas in which you should improve; "Time" goals for achievement and methods to be used.

### MY PERSONAL IMPROVEMENT PROFILE

| Area of Improvement | Date of Achievement | Method to be Used |
|---|---|---|

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.3 Demonstrate growth in independence and maturity.

Performance Objective: 2.3.1 Maintain a journal with daily entries in which you describe your activities at your career station. After five weeks at the career station, re-examine your journal and list those skills which you have acquired during this time. Identify those skills which are most difficult, those which are easy, those which are most enjoyable, and those which are least enjoyable. Summarize how you plan to improve those skills most difficult to acquire. Develop a plan to increase your tolerance for working with those tasks that are least enjoyable.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Maintain a daily journal.
2. List skills that you have acquired at your career station.
3. Develop a plan to improve your skills and tolerance on the job.

RATIONALE

This LAP is designed to help you identify the job skills that you have acquired and develop a plan to improve yourself.

DIRECTIONS

In this LAP you will make entries in a daily journal; re-examine the journal after five weeks; describe your activities at your career station; list skills you have acquired; summarize a plan for improvement of skills; and develop a plan to increase your tolerance of least enjoyable skills.

# PRE-TEST

Instructions: This Pre-Test is designed to measure your understanding of the ideas expressed in Performance Objective 2.3.1 in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. What is a daily journal? ____________________

____________________________________________

2. What do the letters VIEW stand for? ____________________

3. What do the letters DOT stand for? ____________________

4. What do the letters I-DEAS stand for? ____________________

5. What do the letters VWEE stand for? ____________________

6. Define Tolerance. ____________________

____________________________________________

7. What is a summary? ____________________

____________________________________________

8. What are those skills you need to acquire to increase your job efficiency?

____________________________________________

____________________________________________

If you are unable to answer all of the questions in this Pre-Test, do as well as you can and proceed to Activity 1 on the next page NOW! Show your answers to the Pre-Test to your instructor.

If your answers to the Pre-Test are complete and clearly demonstrate that you understand the Performance Objective 2.3.1, your instructor may direct you to proceed immediately to the next Performance Objective 2.3.2.

## PRE-TEST (Scoring Key)

1. A daily journal is a record of a day's activities.

2. Vital Information for Education and Work - The use of visual aids to inform students of career opportunities.

3. Dictionary of Occupational Titles - A series of books containing information on career opportunities.

4. In-Depth Educational Activities - One of the "bonus" activities in a Learning Activity Package.

5. Vocational Work Experience Education - One of the three types of programs in work experience education.

6. Tolerance is the ability to endure or stand.

7. A Summary is the general idea of a longer selection in brief and concise form.

8. Self-explanatory

## LEARNING ACTIVITIES AND RESOURCES

Instructions: Activities 1, 2, 3, and 4 are required.

ACTIVITY 1. This activity is designed to help you maintain a daily journal of your activities at your career station.

1. A sample daily journal with information headings has been developed for you on the following pages. This three-page journal should be removed and placed in your Work Experience Education notebook.

2. You should commence making entries in columns 1, 2, and 3 immediately. The first line has been completed with examples for your guidance. If you need assistance or information:

    a. Consult your Work Experience Education Sponsor.

    b. Consult your Work Experience Education Coordinator.

    c. Refer to Vital Information for Education and Work.

    d. Refer to desk-top career kits.

    e. Refer to the Dictionary of Occupational Titles.

3. Keep accurate and complete entries daily in your journal for five weeks. This is important because you will refer to these entries in the activities that follow.

## MY DAILY JOURNAL

By________________________
Your Name

CAREER STATION = ________________________________

| | | | 5 WEEKS LATER | | | | | |
|---|---|---|---|---|---|---|---|---|
| Date | Job Title | Description of Activity | Date | Skills Acquired | Most Difficult | Easy | Most Enjoyable | Least Enjoyable |
| 9-1-71 | CLERK | Received, sorted, and opened mail for distribution | 10-6-71 | Indexing, Filing and maintaining daily records | | X | | |

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 2. This activity is designed to help you re-examine your daily journal and list and identify skills which you have acquired.

1. Five weeks after you commenced making your first entry in your daily journal (Activity 1, page 5), begin filling in columns 4, 5, 6, 7, 8, and 9 in your journal. Please note these columns are found under the heading "5 weeks later".

2. Opposite each entry in columns 1, 2, and 3, there should be an entry in columns 4 and 5. Column 4 is a date five weeks after column 1. The entry in Column 5 should describe the skills acquired in five weeks at your career station. The entry in columns 6, 7, 8, or 9 should be a check -- a careful check!

3. List below the skills that you have acquired in five weeks at your career station.

4. Which of the skills listed in #3 do you feel will enable you to acquire full-time employment this summer or when you enter the "world of work"?

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 3. This activity is designed to enable you to summarize how you plan to improve those skills most difficult to acquire.

1. Refer to columns 5 and 6 in your daily journal and wherever you have made a mark in column 6, copy those skills immediately to the left in column 5 in the spaces below.

   ______________________________________________

   ______________________________________________

   ______________________________________________

   ______________________________________________

   ______________________________________________

   ______________________________________________

2. When you have completed #1 above, you have indicated the skills at your career station that have been the most difficult for you to acquire.

3. Develop a plan for yourself so that you can improve each one of those skills that are difficult for you to acquire.

   (a) Some techniques and methods that you might like to consider in making your plan:

      ① Consult with your Work Experience Education Sponsor.

      ② Confer with fellow employees at your work station.

      ③ Consult with your Work Experience Education Coordinator.

      ④ Consult with your vocational class teacher.

      ⑤ Observe employees at your career station who have these skills you want.

      ⑥ "Practice makes perfect"

4. Summarize your plan by listing three of the most important decisions you made.

   ______________________________________________

   ______________________________________________

   ______________________________________________

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 4. This activity is designed to help you develop a plan to increase your tolerance for working with those tasks that are least enjoyable.

1. Refer to columns 5 and 9 in your daily journal and wherever you have made a mark in column 9, copy those skills to the left in column 5 in the spaces below.

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

2. When you have completed #1 above, you have indicated the skills at your career station that are the least enjoyable for you.

3. Develop a plan for yourself so that you can increase your tolerance for working with those tasks that are least enjoyable for you.

    (a) Guidelines to be considered in developing your plans:

    1. Identification of problems; for example,

        a) Attitude toward tasks

        b) Lack of skill to perform tasks

        c) Lack of knowledge to perform tasks

        d) Physical surroundings

        e) Co-workers on the job

        f) Job supervision

        g) Job responsibilities

    h. Lack of job responsibilities
    i. Understanding myself
2. Solutions to situation
3. Conclusions and challenges

Remember - "You owe it to yourself to keep improving."

## POST TEST

INSTRUCTIONS: This Post Test is to measure your understanding of the ideas expressed in Performance Objective 2.3.2. Write your answers in the spaces provided.

1. How can you use a daily journal of job activity to improve your skills at your career station?

2. How does a daily journal become more informative when developed over a period of a month or more?

3. Do you feel that keeping a daily journal contributed to your maturity?

   How? ____________________

4. Did this LAP enable you to develop your independence? __________

   How? ____________________

5. What activity did you enjoy the most? __________

   Why? ____________________

6. Why is it sometimes necessary for an employee to perform unpleasant tasks?

7. How did this LAP assist you in identifying those skills which you must improve?

The minimum level of acceptable performance is to be: All answers correct as determined by your Work Experience Education Coordinator.

I-DEA

Instructors Do Expect Answers

## POST-TEST (Scoring Key)

1. A daily record of job activity points out one's duties; what is expected; skills, abilities, and weaknesses. It enables one to tell at a glance one's progress.

2. Developed over a period of time, a daily journal gives a broader "progress report".

3. Self-explanatory

4. Self-explanatory

5. Self-explanatory

6. As a "member of the team" each one must make his contribution.

7. Self-explanatory

## I-DEAS

1. Make your own daily journal to be used at your career station. Include items that you feel are important to be part of a daily journal to record an individual's growth on the job.

2. Maintain the daily journal you "invented" and compare it with the daily journal that was provided. Defend the value of your daily journal to you.

3. Compare your daily journal with another member of your vocational class enrolled in Work Experience Education. Identify areas of job skills and assist each other in improvement of individual job skills.

LAP Prepared By: Harry Krall

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.3 Demonstrate growth in independence and maturity

Performance Objective: 2.3.1 Maintain a journal with daily entries in which you describe your activities at your career station. After five (5) weeks at the career station, re-examine your journal and list those skills which you have acquired during this time. Identify those skills which are most difficult, those which are easy, those which are most enjoyable, and those which are least enjoyable. Summarize how you plan to improve those skills most difficult to acquire. Develop a plan to increase your tolerance for working with those tasks that are least enjoyable.

NOTE TO THE STUDENT

By the time you have completed this LAP you will:

1. Have a better understanding of the activities you perform on your job.
2. Be more knowledgeable of the skills which you must improve.
3. Understand that most jobs have some tasks that are not very enjoyable and how to handle these.

RATIONALE

This LAP is designed to help you cope with unenjoyable tasks and skills that you find difficult.

DIRECTIONS

This LAP is to be completed by all students enrolled in Vocational Work Experience Education. Each Activity is preceeded by instructions for completion.

## PRE-TEST

No Pre-Test required.

## POST-ACTIVITY AND I-DEAS

Post-Activity and I-Deas on page 9.

# LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Each student will complete Activities #1, #2, and #3.

The Post-Activity and I-Deas for improvement are to be completed only if problems are indicated from the results of Activities #1, #2, and #3.

ACTIVITY #1 Activities performed on the job often become so routine we sometimes forget their importance. To get an accurate picture of your daily activities, keep an hourly job activity chart for a one-week period. This chart will be used to complete several activities included in this Learning Activity Package so be specific in listing your duties. Tell exactly what you do each hour. Examples might be: type letters, file forms, answer telephone, pump gas, lube cars, run drill-press, etc.

USE FORM A ON PAGE 4 TO COMPLETE THIS ACTIVITY.

## FORM A

| Hours | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| ___ to ___ | | | | | |
| ___ to ___ | | | | | |
| ___ to ___ | | | | | |
| ___ to ___ | | | | | |
| ___ to ___ | | | | | |
| ___ to ___ | | | | | |

| | Saturday | Sunday |
|---|---|---|
| ___ to ___ | | |
| ___ to ___ | | |
| ___ to ___ | | |
| ___ to ___ | | |
| ___ to ___ | | |
| ___ to ___ | | |
| ___ to ___ | | |
| ___ to ___ | | |

ACTIVITY #2 Complete a list of all your job activities. To be sure you list all your activities, use your completed hourly chart from Form A to compile an activity list. Some job tasks are enjoyable, others are unenjoyable; some are difficult, and others are easy. Please complete your list on Form B and check the appropriate space after each job activity.

USE FORM B ON PAGE 6 TO COMPLETE THIS ACTIVITY.

Your list may look like the following example, only longer:

| | Enjoyable | Unenjoyable | Easy to perform | Difficult |
|---|---|---|---|---|
| Type letters | X | | X | |
| File business returns | | X | X | |
| Answer telephone | | X | | X |
| Take dictation | X | | X | |
| Open incoming mail | | X | X | |
| Type mimeo masters | | X | | X |

FORM B

| Activity Performed | Enjoyable | Unenjoyable | Easy to Perform | Difficult |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |
| 12. | | | | |
| 13. | | | | |
| 14. | | | | |
| 15. | | | | |
| 16. | | | | |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. | | | | |

ACTIVITY #3 Very often, our career selection is suggested or planned by our parents or other adults. Not too much thought is given to the actual satisfaction you may receive from performing the activities included in the job. After completing this activity, you should have a better understanding of the amount of time spent performing activities in your career choice, and how you feel about them.

Using your chart Form B, complete this Activity.

USE FORM C ON PAGE 8 TO COMPLETE THIS ACTIVITY.

Re-check your percentage of time spent. Add the percentages of A, B, C, and D to see if it totals 100 per cent. If not, you've made a mistake.

FORM C

(A) Enjoyable and easy to perform:

| | % of time |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| TOTAL | |

(B) Enjoyable and difficult to perform:

| | |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| TOTAL | |

(C) Unenjoyable and easy to perform:

| | % of time |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| TOTAL | |

(D) Unenjoyable and difficult to perform:

| | |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| TOTAL | |

| % of time | |
|---|---|
| A. | |
| B. | |
| C. | |
| D. | |
| Total: | |

# POST-ACTIVITY AND I-DEAS

The following suggestions may be helpful in improving uncomfortable job situations:

1. Examine the results of your findings in Activity #3.

   (A) If more than 50 per cent of your time is spent performing unenjoyable tasks, you may have chosen the wrong career. Make an appointment to discuss your situation with your Work Experience Coordinator.

   (B) Tasks that you find difficult to perform may be made easier if a performance secret or two is learned. Very often, experienced people have learned helpful techniques that make job tasks easier. Talk to your sponsor and your high school teachers about the tasks you find difficult.

LAP Prepared By: Harry Krall

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.3 Demonstrate growth in independence and maturity

Performance Objective: 2.3.2 Using the journal you developed in Performance Objective 2.3.1, list and describe the duties and responsibilities which are required in your career station assignment. List two (2) or more which you find least difficult to fulfill and two (2) or more you find most difficult to fulfill. From your Work Experience Education Sponsor, obtain a completed Work Experience Education Sponsor Rating Scale on your performance. Compare your rating of your performance with your sponsor's rating of your work. Discuss these two evaluations with your Work Experience Education Coordinator.

## NOTE TO THE STUDENT

By the time you have completed this LAP you will:

1. Have a better knowledge of your job tasks you find most difficult and tasks you find least difficult.
2. Have a better understanding of how other people rate your job performance.

## RATIONALE

This LAP is designed to provide you with information to better understand your job performance.

## DIRECTIONS

This LAP is to be completed by all students enrolled in vocational work experience. Each activity is preceded by instruction for completion.

## PRE-TEST

No Pre-Test required.

## LEARNING ACTIVITIES

DIRECTIONS: Each student will complete all the activities in this LAP. You will note that Activities #1 and #2 may have been completed in an earlier LAP. If so, request the forms that contain the answers to be used in completing the remaining activities in this LAP.

ACTIVITY #1. Activities performed on the job often become so routine we sometimes forget their importance. To get an accurate picture of your daily activities, keep an hourly job activity chart for a one-week period. Tell exactly what you do each hour. Examples might be: type letters, file forms, answer telephone, pump gas, lube cars, run drill press, etc.

(If you completed this activity in 2.3.1, omit in this LAP.)

USE FORM A ON PAGE 7 TO COMPLETE THIS ACTIVITY

ACTIVITY #2. Some job tasks are enjoyable, others are unenjoyable; some are difficult, and others are easy. Using the list you developed in Activity #1, review the tasks and check the appropriate space after each. See example below. (If you completed this activity in 2.3.1, omit in this LAP.)

Your list may look like the following example, only longer:

| Activity Performed | Enjoyable | Unenjoyable | Easy to Perform | Difficult |
|---|---|---|---|---|
| Type letters | X |  | X |  |
| File business returns |  | X | X |  |
| Answer telephone |  | X |  | X |
| Take dictation | X |  | X |  |
| Open incoming mail |  | X | X |  |
| Type mimeo masters |  | X |  | X |

USE FORM B ON PAGE 8 TO COMPLETE THIS ACTIVITY

ACTIVITY #3. Very often, the opinion we have of our own ability is not shared by other people. We sometimes under-estimate or over-estimate ourselves. Please rate yourself on the performance scale provided in Form C on pages 9 and 10. Be honest in your rating as you will later be asked to compare your scale with that of your Work Experience Sponsor. Score your self-evaluation by using the answer key provided on pages 11 and 12 of this LAP. Each answer is given a number value. Place the number of the square you checked at the end of each section. Add your total and compare with standard at the top of the key. See example of a completed sheet on pages 13 and 14. You will note the example sheet has the Work Experience Sponsor ratings included. You will understand where these ratings came from after you have completed Activity #4.

USE FORM C ON PAGES 9 and 10 TO COMPLETE THIS ACTIVITY

ACTIVITY #4. Take Form D on pages 15 and 16 to your Work Experience Sponsor and ask if he will complete and return it to you. A completed Work Experience Sponsor Rating Sheet should look like the example on pages 17 and 18.

Use the same scoring key provided on pages 11 and 12 to score Form D. Score your Work Experience Sponsor's Rating Sheet and place the numbers in the space provided on your own rating sheet. (See example on pages 13 and 14.)

USE FORM D ON PAGES 15 and 16 TO COMPLETE THIS ACTIVITY

ACTIVITY #5. Compare each question from Form C and Form D individually. Write the number difference in the space provided on your self-rating sheet. (See example on pages 13 and 14. For each answer that has a difference of two (2), please write three (3) reasons why this might be.

USE FORM E ON PAGE 19 TO COMPLETE THIS ACTIVITY

ACTIVITY #6. After checking your rating sheets, if there are two (2) or more areas that have a difference of two (2), make an appointment to discuss the situation with your Work Experience Education Coordinator.

## FORM A FOR ACTIVITY #1

| Hours | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| ____ to ____ | | | | | |
| ____ to ____ | | | | | |
| ____ to ____ | | | | | |
| ____ to ____ | | | | | |
| ____ to ____ | | | | | |
| ____ to ____ | | | | | |

| | | |
|---|---|---|
| | Saturday | Sunday |
| ____ to ____ | | |
| ____ to ____ | | |
| ____ to ____ | | |
| ____ to ____ | | |
| ____ to ____ | | |
| ____ to ____ | | |
| ____ to ____ | | |

## FORM B FOR ACTIVITY #2

| Activity Performed | Enjoyable | Unenjoyable | Easy to Perform | Difficult |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |
| 12. | | | | |
| 13. | | | | |
| 14. | | | | |
| 15. | | | | |
| 16. | | | | |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. | | | | |

## FORM C FOR ACTIVITY #3

## STUDENT'S SELF-RATING SHEET

Name of Student ________________________ Date ____________

Employed by ________________________

Student Total Score ________ Rating of number score from answer sheet ________

W.E.E.S. Total Score ________ Rating of number score from answer sheet ________

GIVE AN HONEST RATING

|  |  |  |  |  | Student Score | W.E.E.S. Score | Difference |
|---|---|---|---|---|---|---|---|
| 1. Consider this employee's dependability in assuming and fulfilling job assignments. |  |  |  |  |  |  |  |
| ___ Completely reliable. Requires minimum direction | ___ Requires normal supervision | ___ Requires close supervision | ___ Only occasional instructions | ___ Needs direction and frequent checking |  |  |  |
| 2. Consider this employee's knowledge of his present job. |  |  |  |  |  |  |  |
| ___ Understanding of job limited in some areas | ___ Satisfactory knowledge of job | ___ Very well informed on all phases of work | ___ Sound working knowledge of most phases of work | ___ Definite weaknesses in knowledge of major items |  |  |  |
| 3. Consider this employee's judgment. |  |  |  |  |  |  |  |
| ___ Frequently makes incorrect decisions | ___ Generally makes sound decisions in any situation | ___ Consistently makes sound decisions | ___ Judgment sound under normal circumstance | ___ Occasionally makes incorrect decisions |  |  |  |
| 4. Consider this employee's attitude toward job, supervision, other employees, and company. |  |  |  |  |  |  |  |
| ___ Indifferent and uncooperative at times | ___ Definitely interested and cooperates well | ___ Generally interested and cooperative | ___ Exceptionally enthusiastic and cooperative | ___ Often disinterested and uncooperative |  |  |  |

|  |  |  |  |  | Student Score | W.E.E.S. Score | Difference |
|---|---|---|---|---|---|---|---|
| 5. Consider the amount of effort this employee applies to the job. |  |  |  |  |  |  |  |
| ___ Steady worker | ___ Frequently wastes time | ___ Hard worker | ___ Occasionally wastes time | ___ Extremely industrious |  |  |  |
| 6. Consider the effect this employee has on others. |  |  |  |  |  |  |  |
| ___ Creates excellent impression | ___ Sometimes creates an unfavorable impression | ___ Frequently impresses people unfavorably | ___ Impresses people favorably | ___ Generally creates satisfactory impression |  |  |  |
| 7. Consider this employee's ability to learn. |  |  |  |  |  |  |  |
| ___ Adequate learning ability | ___ Exceptionally fast to learn | ___ Has frequent difficulty in learning | ___ Learns rapidly | ___ Has some difficulty in learning |  |  |  |
| 8. Consider quantity of acceptable work produced by employee. |  |  |  |  |  |  |  |
| ___ Output consistently above requirements of job | ___ Output occasionally above the requirements of job | ___ Meets normal production requirements of job | ___ Output occasionally below the requirements of job | ___ Production frequently below job requirements |  |  |  |

TOTAL ______________________

## KEY TO EVALUATION SHEETS

36 - 40 = Outstanding
28 - 35 = Above Average
20 - 27 = Average
12 - 19 = Below Average
8 - 11 = Unsatisfactory

| | | | | | |
|---|---|---|---|---|---|
| 1. | X | ___ | ___ | ___ | ___ |
| 2. | ___ | ___ | ___ | X | ___ |
| 3. | ___ | ___ | X | ___ | ___ |
| 4. | ___ | X | ___ | ___ | ___ |

## KEY TO EVALUATION SHEETS

5. X

6. X

7. X

8. X

EXAMPLE

## FORM C FOR ACTIVITY #3

EXAMPLE

## STUDENT'S SELF-RATING SHEET

Name of Student Sally Jones

Date 10/17/71

Employed by May Company

Student Total Score 35

W.E.E.S. Total Score 27

Rating of number score from answer sheet above average

Rating of number score from answer sheet average

GIVE AN HONEST RATING

| | | | | | Student Score | W.E.E.S. score | Difference |
|---|---|---|---|---|---|---|---|
| 1. Consider this employee's dependability in assuming and fulfilling job assignments. | | | | | | | |
| X Completely reliable. Requires minimum direction | ___ Requires normal supervision | ___ Requires close supervision | ___ Only occasional instructions | ___ Needs direction and frequent checking | 5 | 4 | 1 |
| 2. Consider this employee's knowledge of his present job. | | | | | | | |
| ___ Understanding of job limited in some areas | ___ Satisfactory knowledge of job | ___ Very well informed on all phases of work | X Sound working knowledge of most phases of work | ___ Definite weaknesses in knowledge of major items | 4 | 4 | 0 |
| 3. Consider this employee's judgment. | | | | | | | |
| ___ Frequently makes incorrect decisions | ___ Generally makes sound decisions in any situation | X Consistently makes sound decisions | ___ Judgment sound under normal circumstance | ___ Occasionally makes incorrect decisions | 5 | 3 | 2 |
| 4. Consider this employee's attitude toward job, supervision, other employees, and company. | | | | | | | |
| ___ Indifferent and uncooperative at times | X Definitely interested and cooperates well | ___ Generally interested and cooperative | ___ Exceptionally enthusiastic and cooperative | ___ Often disinterested and uncooperative | 4 | 3 | 1 |

EXAMPLE

EXAMPLE

|  |  |  |  |  | Student Score | W.E.E.S. Score | Difference |
|---|---|---|---|---|---|---|---|
| 5. Consider the amount of effort this employee applies to the job. |  |  |  |  |  |  |  |
| ___ Steady worker | ___ Frequently wastes time | X Hard worker | ___ Occasionally wastes time | ___ Extremely industrious | 4 | 3 | 1 |
| 6. Consider the effect this employee has on others. |  |  |  |  |  |  |  |
| X Creates excellent impression | ___ Sometimes creates an unfavorable impression | ___ Frequently impresses people unfavorably | ___ Impresses people favorably | ___ Generally creates satisfactory impression | 5 | 3 | 2 |
| 7. Consider this employee's ability to learn. |  |  |  |  |  |  |  |
| ___ Adequate learning ability | ___ Exceptionally fast to learn | ___ Has frequent difficulty in learning | X Learns rapidly | ___ Has some difficulty in learning | 4 | 3 | 1 |
| 8. Consider quantity of acceptable work produced by employee. |  |  |  |  |  |  |  |
| ___ Output consistently above requirements of job | X Output occasionally above the requirements of job | ___ Meets normal production requirements of job | ___ Output occasionally below the requirements of job | ___ Production frequently below job requirements | 4 | 4 | 0 |
|  |  |  |  | TOTAL | 35 | 27 |  |

## FORM D FOR ACTIVITY #4

## WORK EXPERIENCE EDUCATION SPONSOR RATING SCALE

Name of Student ______________________ Date ______________

Name of Rater ______________________ Employed by ______________

Position held by rater ______________________

This student is interested in improving post-high school employability, and the answers you give can be of great assistance. Please check the phrase which is most descriptive of the employee's performance.

1. Consider this employee's dependability in assuming and fulfilling job assignments.

| | | | | | Remarks |
|---|---|---|---|---|---|
| ___ Completely reliable. Requires minimum direction | ___ Requires normal supervision | ___ Requires close supervision | ___ Only occasional instructions | ___ Needs direction and frequent checking | |

2. Consider this employee's knowledge of his present job.

| | | | | | |
|---|---|---|---|---|---|
| ___ Understanding of job limited in some areas | ___ Satisfactory knowledge of job | ___ Very well informed on all phases of work | ___ Sound working knowledge of most phases of work | ___ Definite weaknesses in knowledge of major items | |

3. Consider this employee's judgment.

| | | | | | |
|---|---|---|---|---|---|
| ___ Frequently makes incorrect decisions | ___ Generally makes sound decisions in any situation | ___ Consistently makes sound decisions | ___ Judgment sound under normal circumstance | ___ Occasionally makes incorrect decisions | |

4. Consider this employee's attitude toward job, supervision, other employees, and company.

| | | | | | |
|---|---|---|---|---|---|
| ___ Indifferent and uncooperative at times | ___ Definitely interested and cooperates well | ___ Generally interested and cooperative | ___ Exceptionally enthusiastic and cooperative | ___ Often disinterested and uncooperative | |

5. Consider the amount of effort this employee applies to the job.

Remarks

| | | | | | |
|---|---|---|---|---|---|
| ___ Steady worker | ___ Frequently wastes time | ___ Hard worker | ___ Occasionally wastes time | ___ Extremely industrious | |

6. Consider the effect this employee has on others.

| | | | | | |
|---|---|---|---|---|---|
| ___ Creates excellent impression | ___ Sometimes creates an unfavorable impression | ___ Frequently impresses people unfavorably | ___ Impresses people favorably | ___ Generally creates satisfactory impression | |

7. Consider this employee's ability to learn.

| | | | | | |
|---|---|---|---|---|---|
| ___ Adequate learning ability | ___ Exceptionally fast to learn | ___ Has frequent difficulty in learning | ___ Learns rapidly | ___ Has some difficulty in learning | |

8. Consider quantity of acceptable work produced by employee.

| | | | | | |
|---|---|---|---|---|---|
| ___ Output consistently above requirements of job | ___ Output occasionally above the requirements of job | ___ Meets normal production requirements of job | ___ Output occasionally below the requirements of job | ___ Production frequently below job requirements | |

EXAMPLE FORM D FOR ACTIVITY #4 EXAMPLE

## WORK EXPERIENCE EDUCATION SPONSOR RATING SCALE

Name of Student Sally Jones

Date 10/21/71

Name of Rater John Drake

Employed by May Company

Position held by rater Department Manager

This student is interested in improving post-high school employability, and the answers you give can be of great assistance. Please check the phrase which is most descriptive of the employee's performance.

1. Consider this employee's dependability in assuming and fulfilling job assignments.

| | | | | | Remarks |
|---|---|---|---|---|---|
| ☐ Completely reliable. Requires minimum direction | ☐ Requires normal supervision | ☐ Requires close supervision | ☒ Only occasional instructions | ☐ Needs direction and frequent checking | |

2. Consider this employee's knowledge of his present job.

| | | | | | |
|---|---|---|---|---|---|
| ☐ Understanding of job limited in some areas | ☐ Satisfactory knowledge of job | ☐ Very well informed on all phases of work | ☒ Sound working knowledge of most phases of work | ☐ Definite weaknesses in knowledge of major items | |

3. Consider this employee's judgment.

| | | | | | |
|---|---|---|---|---|---|
| ☐ Frequently makes incorrect decisions | ☐ Generally makes sound decisions in any situation | ☐ Consistently makes sound decisions | ☒ Judgment sound under normal circumstance | ☐ Occasionally makes incorrect decisions | |

4. Consider this employee's attitude toward job, supervision, other employees, and company.

| | | | | | |
|---|---|---|---|---|---|
| ☐ Indifferent and uncooperative at times | ☐ Definitely interested and cooperates well | ☒ Generally interested and cooperative | ☐ Exceptionally enthusiastic and cooperative | ☐ Often disinterested and uncooperative | |

Remarks

5. Consider the amount of effort this employee applies to the job.

| | | | | | |
|---|---|---|---|---|---|
| ☒ Steady worker | ☐ Frequently wastes time | ☐ Hard worker | ☐ Occasionally wastes time | ☐ Extremely industrious | |

6. Consider the effect this employee has on others.

| | | | | | |
|---|---|---|---|---|---|
| ☐ Creates excellent impression | ☐ Sometimes creates an unfavorable impression | ☐ Frequently impresses people unfavorably | ☐ Impresses people favorably | ☒ Generally creates satisfactory impression | |

7. Consider this employee's ability to learn.

| | | | | | |
|---|---|---|---|---|---|
| ☒ Adequate learning ability | ☐ Exceptionally fast to learn | ☐ Has frequent difficulty in learning | ☐ Learns rapidly | ☐ Has some difficulty in learning | |

8. Consider quantity of acceptable work produced by employee.

| | | | | | |
|---|---|---|---|---|---|
| ☐ Output consistently above requirements of job | ☒ Output occasionally above the requirements of job | ☐ Meets normal production requirements of job | ☐ Output occasionally below the requirements of job | ☐ Production frequently below job requirements | |

## FORM E FOR ACTIVITY #5

1. Consider this employee's dependability in assuming and fulfilling job assignments.

   A.

   B.

   C.

2. Consider this employee's knowledge of his present job.

   A.

   B.

   C.

3. Consider this employee's judgment.

   A.

   B.

   C.

4. Consider this employee's attitude toward job, supervision, other employees, and company.

   A.

   B.

   C.

5. Consider the amount of effort this employee applies to the job.

   A.

   B.

   C.

6. Consider the effect this employee has on others.

   A.

   B.

   C.

7. Consider this employee's ability to learn.

A. ________________________________________________

B. ________________________________________________

C. ________________________________________________

8. Consider quantity of acceptable work produced by employee.

A. ________________________________________________

B. ________________________________________________

C. ________________________________________________

If you need more space to write your reasons, use the space below and the reverse side of this sheet.

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.3 Demonstrate growth in independence and maturity.

Performance Objective: 2.3.3 Based on your findings for Performance Objectives 2.3.1 and 2.3.2, determine the relationship between the tasks you enjoyed most and the difficulty you encountered in performing these; and the tasks you enjoyed least and the difficulty you encountered in performing those tasks. Indicate your plans for using your knowledge of these relationships to develop a mature view of productive work.

## NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Determine the relationship between your tasks, duties, and responsibilities and your degree of enjoyment and ability to perform them.
2. Indicate your plans to use the knowledge you have acquired to develop your view toward productive work.

## RATIONALE

This LAP is designed to help you determine the relationships between tasks, duties, and responsibilities and the degree of difficulty and enjoyment you encountered while performing them.

## DIRECTIONS

In this LAP you will complete an analysis of your performance of tasks, duties and responsibilities; relate your analysis to your skills and enjoyment; indicate your plans to develop a mature view of productive work; and analyze your strengths and weaknesses as they pertain to your vocational goal.

# PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your understanding of the ideas expressed in Performance Objective 2.3.3 in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. What is a task (activity) at a career station?

______________________________

______________________________

2. What is the relationship between task, ability, and enjoyment at a career station?

______________________________

______________________________

3. How can you develop a plan for your personal evaluation and improvement at your career station?

______________________________

______________________________

______________________________

4. How does a student develop a mature view toward productive work?

______________________________

______________________________

______________________________

5. How does a student determine if he is pursuing the vocational goal that he will perform well and enjoy?

______________________________

______________________________

______________________________

If you cannot answer all of the questions above, proceed directly to Activity 1. If you can answer all of the questions above, see your instructor and he will give you "good news". He will probably instruct you to "move on" to the next exciting package!

## PRE-TEST (Scoring Key)

1. A job assigned to a person.

2. The total performance of the individual is affected by these three inputs.

3. By analyzing your strengths and weaknesses (task to perform; ability to perform; degree of enjoyment in performance) at your career station and writing down goals and objectives.

4. By analyzing his strengths and weaknesses (task to perform; ability to perform; degree of enjoyment in performance) and decide what he should do to become a productive worker.

5. Self-analysis of strengths and weaknesses (tasks to perform; ability to perform; degree of enjoyment in performance) and discussion with his Work Experience Education Coordinator.

## LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities 1, 2, and 3 are required.

ACTIVITY 1. This activity is designed to help you determine the relationship between the tasks you enjoyed most at your career station and the difficulty you had in performing these tasks.

1. From your daily journal in LAP #_____, list below each activity (task) that you found "most enjoyable" and indicate whether it was "most difficult" or "easy" for you to perform.

| Description of most enjoyable activity (task) | Most Difficult | Easy to Perform |
|---|---|---|
| | | |

2. From your "findings" in LAP #_____, list each duty and responsibility that you found most enjoyable and the least difficult for you to perform.

Duty: ________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Responsibility: ________________________________

________________________________________

________________________________________

________________________________________

________________________________________

3. From your "findings" in LAP #_____, list each duty and responsibility that you found most difficult for you to perform.

Duty: ________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Responsibility: ________________________________

________________________________________

________________________________________

________________________________________

________________________________________

4. What relationship do you see between those tasks, duties, and responsibilities that are most enjoyable and your ability to perform them?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 2. This activity is designed to help you determine the relationship between the tasks you enjoyed least at your career station and the difficulty you had in performing these tasks.

1. From your daily journal in LAP #______, list below each activity (tasks) that you found "least enjoyable" and indicate whether it was "most difficult" or "easy" for you to perform.

| Description of least enjoyable activity (tasks) | Most Difficult | Easy to Perform |
|---|---|---|
| | | |

2. From your findings in LAP #______, list each duty and responsibility that you found least enjoyable and most difficult for you to perform.

Duty: ______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

Responsibility: ______________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

3. From your findings in LAP #______, list each duty and responsibility that you found least enjoyable and least difficult to perform.

Duty: ______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

Responsibility: ______________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

4. What relationship do you see between those tasks, duties, and responsibilities that are least enjoyable and your ability to perform them?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 3. This activity is designed to show you how the enjoyment of your tasks relates to your ability to perform at your career station.

1. Referring to Activity 1 (#1) of this LAP, are the majority of your most enjoyable tasks easy to perform?

   ______________________________________________

   (a) Why are these tasks easier to perform? Explain answers.

      (1) Your work skills? ______________________

      ______________________________________________

      ______________________________________________

      (2) Your duties on the job? ______________________

      ______________________________________________

      ______________________________________________

      (3) Your responsibilities? ______________________

      ______________________________________________

      ______________________________________________

      (4) State other reasons. ______________________

      ______________________________________________

      ______________________________________________

2. How many of your most enjoyable tasks are most difficult to perform?

   ______________________________________________

   (a) How do you account for the fact that certain difficult tasks to perform can be most enjoyable?

   ______________________________________________

   ______________________________________________

   ______________________________________________

3. Referring to Activity 2 (#1) of this LAP: How many of your least enjoyable tasks do you find easy to perform?

________________________________________

(a) How do you account for the fact that least enjoyable tasks can be easy to perform?

________________________________________

________________________________________

________________________________________

4. Are the majority of your least enjoyable tasks most difficult for you to perform?

________________________________________

(a) What makes these tasks difficult for you? Explain answers.

(1) Your work skills? ____________________

________________________________________

(2) Your duties on the job? ____________________

________________________________________

(3) Your responsibilities on the job? ____________

________________________________________

(4) State other reasons. ____________________

________________________________________

(b) What can you do at your career station to make these most difficult tasks easier to perform?

________________________________________

________________________________________

(c) If in time you can improve your performance (skills, duties, and responsibilities) at these difficult tasks, do you foresee an increase in your enjoyment?

________________________________________

(d) With an increase in enjoyment on the job, how do you see yourself becoming a more mature productive worker?

________________________________________

________________________________________

## LEARNING ACTIVITIES AND RESOURCES

ACTIVITY 4. This activity is designed to help you make plans to use the information you have gathered in this LAP regarding tasks, duties, and responsibilities and your level of performance and enjoyment.

1. Using the information you have gathered in Activities 1 and 2 of this LAP, what conclusions have you made regarding tasks you have performed; your ability to perform them; and the enjoyment you personally received from performing these tasks?

2. Did you realize that these tasks at your vocational work experience education career station were the type of activities that you would be asked to perform?

   (a) How were they different? ________________

   (b) Have these tasks changed your mind about pursuing this type of a vocational career?

   If so, how? ________________

3. Did you identify tasks (activities), duties, and responsibilities that were difficult for you to perform and not enjoyable?

   Are these tasks (activities), duties, and responsibilities essential to being a productive worker in this vocational career?

4. Indicate your plans for making "strengths out of your weaknesses," so that you can improve your productivity at your present career station.

| Activity (Task) to Improve | How? | Date of Achievement |
|---|---|---|
| | | |
| Duty to Improve | | |
| | | |
| Responsibility | | |
| | | |

5. Have I selected the right vocation? ______________________________

______________________________________________________________

If so, what are my goals within this vocation? ____________

______________________________________________________________

______________________________________________________________

If not, why? _____________________________________________

______________________________________________________________

______________________________________________________________

6. Should I ask my Work Experience Education Coordinator to change my career station:

(a) Within my present vocation? __________

(b) To a different vocation? __________

7. Discuss your answers in this activity with your Work Experience Education Coordinator.

## POST TEST

INSTRUCTIONS: This Post Test is to measure your understanding of Performance Objective 2.3.3. Write your answers in the spaces provided.

1. An example of a task (activity) at my career station is:

_______________________________________________

2. One of the activities I perform at my career station with least difficulty is:

_______________________________________________

3. One of the activities I perform at my career station with most difficulty is:

_______________________________________________

4. One of the duties I enjoy most at my career station is:

_______________________________________________

5. One of the responsibilities I enjoy most at my career station is:

_______________________________________________

6. What relationship do you see between the answers to #2, #4, and #5?

_______________________________________________

_______________________________________________

7. Did this LAP change your attitude toward:

   (a) Your vocational goal? ____________________

   If so, how? ____________________________

   _______________________________________

   (b) Your definition of a productive worker? ____________

   If so, how?____________________________

   _______________________________________

(c) Your production at your career station? ______________

If so, how? ______________

______________

The minimum level of acceptable performance is to be: All answers correct as determined by your Work Experience Education Coordinator. The I-DEAS that follow this Post Test allow you to show your "real" talent. Good luck -- I think you will find them interesting!

## POST-TEST (Scoring Key)

1. Self-explanatory
2. Self-explanatory
3. Self-explanatory
4. Self-explanatory
5. Self-explanatory
6. Self-explanatory
7. Self-explanatory

# I-DEAS

1. The Program Goal for this series of Learning Activity Packages is "Demonstrate growth in independence and maturity." Do you feel that you have achieved this goal? Explain.

   If you were to re-write this goal, how would you change it?

2. Develop your own Learning Activity Package (using the form as a guide):

   (a) Use the Program Goal above (or your own).

   (b) Devise your own Performance Objective.

## WORK EXPERIENCE EDUCATION
## LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.3 Demonstrate growth in independence and maturity.

Performance Objective: 2.3.4 Using the journal you developed for Performance Objective 2.3.1, list all of the decisions you have made in your career station. Indicate those which were made independently of the decisions of others. For each decision, describe the step-by-step process you went through in arriving at that decision. Comment on the quality of each independent decision and the effect it had on your job performance and relationship to your Work Experience Education Sponsor.

### NOTE TO THE STUDENT

By the time you have completed this LAP you will:

1. Have a better understanding of the importance of decision-making.
2. Have a better understanding of your decision-making process.
3. Have some things to consider that will help in your decision-making process.

### RATIONALE

This LAP is designed to help you make better decisions and thus enhance your promotion possibilities.

### DIRECTIONS

This LAP is to be completed by all students enrolled in Vocational Work Experience. Each activity is preceded by an explanation and instructions for completion.

## PRE-TEST

No Pre-Test.

### Ideas and Suggestions

Ideas and suggestions on page 6.

## LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Each student will complete Activities #1, #2, and #3.

The ideas and suggestions for improvement are for your consideration to assist you in improving your decision-making process.

ACTIVITY #1. Very often, a promotion will mean a job which requires you to make decisions. This means that your Work Experience Sponsor will consider your ability to think for yourself. If you are able to consider new situations and come up with the right answer most of the time, or the right way of doing particular tasks, then you are better able to think for yourself than the employee who must always ask someone else. Keeping the above-mentioned statement in mind, take the list of tasks you developed in LAP 2.3.1, Form B, page 8, and list the decisions you may have made in performing your job tasks. This activity will take some thinking. Please be as specific as you can in writing the decisions you've made on your job.

USE FORM A ON PAGE 7 TO COMPLETE THIS ACTIVITY.

ACTIVITY #2. Many factors must be considered in decision-making. Using the list of decisions you've made on your job, please describe the step-by-step process you went through to arrive at your final decisions.

USE FORM B ON PAGE 8 TO COMPLETE THIS ACTIVITY.

ACTIVITY #3. What is your batting average?

How successful have you been with your on-the-job decision-making?

No one always makes the right decision, but we all strive to make as many correct decisions as possible. Review the decisions you've made on your job and decide how many worked out favorably and how many brought compliments from your Work Experience Sponsor.

A chart to list your on-the-job decisions, and the results, is listed on Form C, page 9.

USE FORM C ON PAGE 9 TO COMPLETE THIS ACTIVITY

## IDEAS AND SUGGESTIONS

Some things to consider before making a decision:

How many of these do you consider in decision-making?

1. Is this a deviation from regular procedure?
2. How important is it?
3. What information do I need to make an intelligent decision?
4. How can I test my decision?
5. What objectives should I consider for making this decision?
6. Which objectives are "musts" and which are my own wants or desires?
7. What are my alternatives?
8. What are the adverse consequences for the alternatives I have chosen?
9. What potential problems could arise from my decision?
10. What are the most likely causes for problems?
11. What is the best action to prevent problem causes?
12. How can I best report progress on the final decision I've made?

USE FORM D ON PAGE 10 TO CHECK THOSE YOU USE IN YOUR DECISION PROCESS

## FORM A FOR ACTIVITY #1

Use the back of this page if more space is needed.

| TASK PERFORMED | Decisions Made in Performing Each Task |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 11. | |
| 12. | |
| 13. | |

## FORM B FOR ACTIVITY #2

Use the back of this page if more space is needed.

| DECISION MADE | Step-By-Step Process | |
|---|---|---|
| 1. | 1. | 4. |
| | 2. | 5. |
| | 3. | 6. |
| 2. | 1. | 4. |
| | 2. | 5. |
| | 3. | 6. |
| 3. | 1. | 4. |
| | 2. | 5. |
| | 3. | 6. |
| 4. | 1. | 4. |
| | 2. | 5. |
| | 3. | 6. |
| 5. | 1. | 4. |
| | 2. | 5. |
| | 3. | 6. |
| 6. | 1. | 4. |
| | 2. | 5. |
| | 3. | 6. |
| 7. | 1. | 4. |
| | 2. | 5. |
| | 3. | 6. |

FORM C FOR ACTIVITY #3

| Decision Made | Good Decision | Fair Decision | Poor Decision | Sponsor Compliment | Sponsor Criticism |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |

## FORM D FOR IDEAS AND SUGGESTIONS

How many of these do you consider in decison-making?

Please Check

1. Is this a deviation from regular procedure? ______
2. How important is it? ______
3. What information do I need to make an intelligent decision? ______
4. How can I test my decision? ______
5. What objectives should I consider for making this decision? ______
6. Which objectives are "musts" and which are my own wants or desires? ______
7. What are my alternatives? ______
8. What are the adverse consequences for the alternatives I have chosen? ______
9. What potential problems could arise from my decision? ______
10. What are the most likely causes for problems? ______
11. What is the best action to prevent problem causes? ______
12. How can I best report progress on the final decision I've made? ______

LAP Prepared by: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.3 Demonstrate growth in independence and maturity.

Performance Objective. 2.3.5 Select one of the decisions you described under Performance Objective 2.3.4. Decide whether you could have made the same decision a year ago. Explain how your arriving at a decision at that time would differ from the present. Develop a plan for improving your ability to make independent decisions on the job.

## NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Analyze the step-by-step process in decision-making.
2. Develop a plan for improving your ability to make an independent decision on the job.

## RATIONALE

This LAP is designed to help you identify the processes in making independent decisions and to assist you in improving your ability to make independent decisions.

## DIRECTIONS

In this LAP you will select a decision you described in Performance Objective 2.3.4; compare your step-by-step decision-making process of a year ago with now and the future; develop a plan for improving your ability to make independent decisions at your job; identify a decision you should make on the job; and develop a step-by-step process to help you make this independent decision.

# PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your understanding of Performance Objective 2.3.5 in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. What is your definition of a "decision?"

______________________________________________

______________________________________________

______________________________________________

2. What is your definition of an "independent person?"

______________________________________________

______________________________________________

______________________________________________

3. What is your definition of a "mature person?"

______________________________________________

______________________________________________

______________________________________________

4. How does a person make an independent decision?

______________________________________________

______________________________________________

______________________________________________

5. List three (3) independent decisions that you have made at your career station.

   a. ______________________________________________

   ______________________________________________

   b. ______________________________________________

   ______________________________________________

   c. ______________________________________________

   ______________________________________________

6. List three (3) other decisions that people have helped you make at your career station.

a. ______________________________

______________________________

b. ______________________________

______________________________

c. ______________________________

______________________________

7. Which type of decisions do you enjoy making most -- independent decisions or decisions that others help you make? Explain your answer.

______________________________

______________________________

______________________________

______________________________

______________________________

8. What do you mean by the step-by-step process in decision-making?

______________________________

______________________________

______________________________

______________________________

______________________________

If you cannot answer all of the questions above, proceed directly to Activity #1. If you can answer all of the questions above, see your Work Experience Education Coordinator and he will instruct you to "move on" to the next exciting package.

## PRE-TEST (Scoring Key)

1. The act of making up one's mind; a judgment or conclusion reached or given.
2. Free from the influence, control, or determination of another or others.
3. Complete; a state of full development.
4. The act of making up one's mind free from the influence, control, or determination of another or others.
5. Self-explanatory.
6. Self-explanatory.
7. Self-explanatory.
8. To make a decision (see #1 above) by degrees; or gradually.

## LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1, #2, and #3 are required.

ACTIVITY #1. This activity is designed to help you select one of the decisions you described in Performance Objective 2.3.4. (i.e., the decisions you made in the Learning Activity Package you completed before beginning this one), and decide whether you could have made the same decision a year ago.

1. Refer to the previous Learning Activity Package where you became involved in Performance Objective 2.3.4. Remember how you listed all of the decisions you have made at your career station? Remember how you described the step-by-step process you went through in arriving at that decision? Now you are to select one of the decisions you made and list it below with the step-by-step process you went through in arriving at the decision.

   Decision I made: ______________________________

   ______________________________

   ______________________________

   My step-by-step process in arriving at the above decision.

   ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________

2. Do you think you could have made the same decision a year ago?

________________________________________

3. Do you think you would have made the same decision a year ago?

________________________________________

If not, why not?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

4. What step-by-step process would you have used a year ago to make the same decision you list in #1 above?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

5. In retrospect, what individual steps in #4 would you have eliminated or changed, if you had used the step-by-step process you are now using?

ACTIVITY #2. This activity is designed to help you develop a plan for improving your ability to make decisions on the job.

1. Your Decision-Making Chart below is to assist you in sharpening your skills in making decisions on the job. Please list below the step-by-step process you (1) used, (2) are using, and (3) will use in making decisions on the job.

"MY STEP-BY-STEP PROCESS IN DECISION-MAKING"

| My Step | A Year Ago 197__ | Present 197__ | Next Year __ |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |
| 16 | | | |

2. List the major similarities and differences you noted while filling in the chart in #1 above. This should enable you to analyze your personal growth in the ability to make better decisions and to list the ways you can improve your step-by-step process in making decisions.

### MY DECISION-MAKING PROCESSES

| Similar Processes | Different Processes | Ways I can Improve |
|---|---|---|
| | | |

3. List three (3) present situations at your career station where you feel you should make a decision now or in the near future.

a. ________________________________________

________________________________________

b. ________________________________________

________________________________________

c. ________________________________________

________________________________________

ACTIVITY #3. This activity is designed to help you identify a decision that you feel you should make at your career station, and to help you develop a plan to make this decision.

1. Describe a situation at your career station where you feel you should make a decision.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

2. List the step-by-step process you are going to use in arriving at a decision.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

3. My decision is: ________________________________

______________________________________________

4. I am going to implement my decision by (give date)__________ by using the following steps:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## POST-TEST

INSTRUCTIONS: This Post-Test is to measure your understanding of Performance Objective 2.3.5. Write your answers in the spaces provided.

1. My definition of a decision is:

2. Explain the step-by-step process in:

   a. Independent decision-making.

   b. Other types of decision-making.

3. How does a person make an independent decision?

4. My definition of a mature person is:

5. My definition of an independent person is:

6. List three (3) independent decisions that you have made at your career station, using the step-by-step process.

   a. ______________________________________________

   ______________________________________________

   b. ______________________________________________

   ______________________________________________

   c. ______________________________________________

   ______________________________________________

7. List three (3) decisions that you have made at your career station with the help of others.

   a. ______________________________________________

   ______________________________________________

   b. ______________________________________________

   ______________________________________________

   c. ______________________________________________

   ______________________________________________

8. Do you feel there are some decisions that should be made independently and some decisions should be made with the help of others?

   ______________________________________________

   ______________________________________________

The minimum level of acceptable performance is to be -- all answers correct as determined by your Work Experience Education Coordinator.

The I-DEAS that follow this Post-Test allow you to "practice" that which you have just learned in this LAP.

POST-TEST (Scoring Key)

1. The act of making up one's mind; a judgment or conclusion reached or given.

2. (a) To make a decision (see #1 above) by degrees or gradually.
   (b) To make a decision by including the opinion of others.

3. By making up one's mind free from the influence, control, or determination of another or others.

4. A person who is fully developed; a complete person (physically and mentally.)

5. A person free from the influence, control, or determination of another or others.

6. Self-explanatory.

7. Self-explanatory.

8. This answer should demonstrate growth in independence and maturity.

## I-DEAS

1. Ask your Work Experience Education Sponsor how decisions are made at your career station.

   List different types of decisions and who makes them.

| TYPES OF DECISIONS | WHO MAKES THEM |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

2. Make-believe you are a newspaper reporter and attend a Board of Education meeting.

   Assignment: Write an account of the Board of Education meeting for your school newspaper and report how the different decisions were made.

3. Make-believe you are the owner of the business establishment where your career station is located.

   List the decisions you would make; how you would make them; how soon you would make them; and the end result you hope to accomplish by the decision.

LAP Prepared By: Robert J. Menke

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: VOCATIONAL

Program Goal: 2.3 Demonstrate growth in independence and maturity.

Performance Objective: 2.3.6 Select any three (3) of your co-workers and make a list of personal characteristics that each possesses which indicate maturity. Identify those which you have heard used to describe your personality characteristics. Explain how you intend to develop and strengthen those characteristics which you do not possess at the present time.

## NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify your personal characteristics that indicate maturity.
2. Indicate how you plan to develop and strengthen personal characteristics that indicate a level of maturity that you do not have.

## RATIONALE

This LAP is designed to help you identify your personal characteristics that indicate maturity, and to enable you to develop and strengthen those personal characteristics of maturity that you do not have.

## DIRECTIONS

In this LAP you will identify those personal characteristics that indicate maturity; identify those personal characteristics that indicate maturity that you have and do not have; and make plans to develop and strengthen those personal characteristics that indicate maturity that you do not have.

# PRE-TEST

INSTRUCTIONS: This Pre-Test is designed to measure your understanding of Performance Objective 2.3.6 in this Learning Activity Package. Write your answers to the Pre-Test in the spaces provided.

1. What is maturity?

2. What do you mean by "personal characteristics?"

3. What do you mean by "personal characteristics that indicate maturity?"

4. List five (5) personal characteristics that your co-workers (at your career station) have that indicate maturity.

(a) ______________________________

(b) ______________________________

(c) ______________________________

(d) ______________________________

(e) ______________________________

5. List five (5) of your personal characteristics that indicate you are mature.

(a) ______________________________

(b) ______________________________

(c) ______________________________

(d) ______________________________

(e) ______________________________

6. List three (3) personal characteristics that you need to acquire to indicate that you are mature.

(a) ______________________________

(b) ______________________________

(c) ______________________________

7. What do you think are the most important personal characteristics that indicate an individual is mature?

______________________________

______________________________

______________________________

______________________________

8. Which of the personal characteristics you listed in #7 above do you think is the most important? Why?

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

If you cannot answer all of the questions above, proceed directly to Activity #1. If you can answer all of the questions correctly, see your instructor and he will tell you to "move on" to the next Learning Activity Package.

# PRE-TEST (Scoring Key)

1. Being complete or ready -- a state of full development

2. Habitual patterns and qualities of behavior of any individual as expressed by physical and mental activities and attitudes; distinctive individual qualities of a person, considered collectively. (For examples, see the list in Activity #1 of this LAP.)

3. The full development of personal characteristics. (See examples following Activity #1 in this LAP.)

4. Examples of personal characteristics that indicate maturity are listed in Activity #1 in this LAP.

5. Self-explanatory (Refer to answer #4 for guidance)

6. Self-explanatory

7. Self-explanatory

8. Self-explanatory

## LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: Activities #1, #2, #3, and #4 are required.

ACTIVITY #1. This activity is designed to help you identify personal characteristics that indicate maturity.

1. Observe three (3) of your co-workers at your career station and list below, personal characteristics that each possesses that indicates maturity. (Examples of personal characteristics that indicate maturity are listed on page 6.)

PERSONAL CHARACTERISTICS INDICATING MATURITY THAT I HAVE OBSERVED IN MY CO-WORKERS

| Co-worker A | Co-worker B | Co-worker C |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## EXAMPLES OF PERSONAL CHARACTERISTICS THAT INDICATE MATURITY

Considerate

Efficient

Does good work

Sociable

Works well under pressure

Organized

Cooperative

Reliable

Shows good judgment

Relaxed

Thorough

Completes assignments

Communicative

Accurate

Is regular in attendance

Responsible

Takes care of equipment and material

Meets new demands on him quickly and cheerfully

Neat

Outgoing

Accommodating

Honest

Dependable

Is punctual

ACTIVITY #2. This activity is designed to help you identify your own personal characteristics that indicate maturity.

1. Refer to Activity #1 and the list of personal characteristics on page 6 that you observed in your co-workers that indicated maturity. Using that list and other reference materials, make your own list below of personal characteristics indicating maturity that you feel you do possess at this time.

PERSONAL CHARACTERISTICS INDICATING MATURITY THAT I FEEL
I DO POSSESS NOW

ACTIVITY #3. This activity is designed to help you identify the personal characteristics that indicate maturity that you do not have now.

1. Refer to Activity #1 and the list of personal characteristics on page 6 that you observed in your co-workers that indicated maturity. Using that list and other reference materials, make your own list below of personal characteristics indicating maturity that you feel you do not possess at this time.

PERSONAL CHARACTERISTICS INDICATING MATURITY THAT I FEEL I DO NOT POSSESS NOW

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

ACTIVITY #4. This activity is designed to help you explain how you intend to develop and strengthen those personal characteristics of maturity that you do not possess at this time.

1. Fill out the chart below:

| Personal characteristics that I must develop and strengthen to indicate my maturity. (Refer to Activity #3 and include any from Activity #2 if you feel that you have a need to strengthen personal characteristics) | How I plan to develop and strengthen my personal characteristics to indicate my maturity. |
|---|---|
| Example: Take care of equipment and material | Example: 1. Ask my supervisor (career sponsor.<br>2. Read maintenance manual.<br>3. Read employees' instruction manual. |
| | |
| | |
| | |
| | |

2. Indicate below, a "time line" to achieve the plan in #1 on page 9.

| Personal Characteristics | Time Plan |
|---|---|
| Example: Take care of equipment and material | By January, 1972, demonstrate to my career sponsor that I understand and can perform. |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

## POST-TEST

INSTRUCTIONS: This Post-Test is to measure your ability to understand the ideas expressed in Performance Objective 2.3.6.

Write your answers to the Post-Test in the spaces provided.

1. What is maturity?

2. What do you mean by "personal characteristics?"

3. What do you mean by "personal characteristics that indicate maturity?"

4. List five (5) personal characteristics indicating maturity that you now have.

   (a) ______________________________

   (b) ______________________________

   (c) ______________________________

   (d) ______________________________

   (e) ______________________________

5. List five (5) personal characteristics indicating maturity that you now have but should strengthen.

(a) ______________________________

(b) ______________________________

(c) ______________________________

(d) ______________________________

(e) ______________________________

6. List five (5) personal characteristics indicating maturity that you do not now have.

(a) ______________________________

(b) ______________________________

(c) ______________________________

(d) ______________________________

(e) ______________________________

7. Identify one (1) personal characteristic in #4, #5, and #6 above that you feel is the most important to you, and explain why.

Personal Characteristics:

(#4) ______________________________

Why? ______________________________

______________________________

______________________________

(#5) ______________________________

Why? ______________________________

______________________________

______________________________

(#6) ______________________________

Why? ______________________________

______________________________

______________________________

## POST-TEST (Scoring Key)

1. See #1 in Pre-Test (Scoring Key).

2. See #2 in Pre-Test (Scoring Key).

3. See #3 in Pre-Test (Scoring Key).

4. Self-explanatory. See list in Activity #1 for reference.

5. Self-explanatory

6. Self-explanatory

7. Self-explanatory

After you have answered all of the above questions, turn your paper in to your instructor. If you have answered all of the questions in the Post-Test to the satisfaction of your instructor, you should progress to the next "exciting" Performance Objective.

On the next page, #14, are four (4) "challenging" I-DEAS. Here is your chance to "improve and re-act" to this Learning Activity Package!!

# I-DEAS

1. List examples of personal characteristics that indicate maturity which you would add to those listed on page 6 (following Activity #1). Also, explain why you would add these characteristics.

2. List examples of personal characteristics that indicate maturity which you would delete from the list on page 6 (following Activity #1). Also, explain why you would delete these characteristics.

3. Ask your supervisor at your career station to list the personal characteristics that indicate maturity which you possess.

4. Ask your supervisor at your career station to list those personal characteristics that indicate maturity which you should make an effort to acquire.